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Canadian Studies

Culture and Country
Teacher's Guide

Howard A. Doughty
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Alan J.C. King
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Canadian Studies:
Culture and Country
Teacher's Guide

by
Darrel R. Skidmore
Peel Board of Education

To accompany

Canadian Studies:
Culture and Country

by
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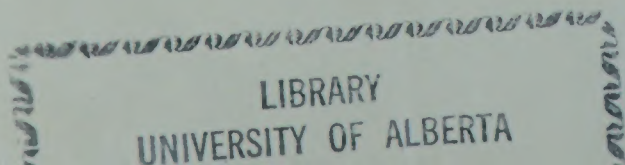
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I N T R O D U C T I O N

The purpose of this guide book is to assist teachers in making Canadian Studies: Culture and Country an effective resource in the classroom. The ideas, references, simulations, etc., are merely suggestions to this end. The individual teacher is the only one who can effectively determine which of the alternatives presented will be useful in motivating and developing some of the concepts, skills, and knowledge objectives of the text and the particular Canadian studies course being taught. However, the author sincerely hopes that each teacher who reads this guide book will be assisted in some way.

Before proceeding any further it would be useful to consider the major objectives of the text itself as outlined by the authors.

There are five main objectives in this book. The first is to understand the many-faceted cultural heritage of the people and how their traditions, customs and institutions contribute to life in Canada. Secondly, the book will provide students with an introduction to some of the concepts central to a study of people. This will help them carry out investigations into the nature of Canada and acquire confidence in suggesting alternative solutions to problems. Thirdly, for this reason, the book provides a wide selection of resource materials. Our fourth objective is to encourage discussions about the kind of country Canada should become. Finally, and equally important, this book should be fun.

Part one of this guide book suggests possible course outlines on our multi-cultural heritage for which Canadian Studies: Culture and Country would be a useful resource. Part two develops possible approaches for classroom implementation. The methods outlined are descriptive rather than prescriptive in nature. Part three examines the key themes and concepts of each chapter and presents possible knowledge and affective objectives which could be realized in the study of that particular chapter. In addition several in-and out-of-class activities, simulations, etc., are provided which can be developed within the context of the chapter outline of the text.

It is significant to remember that parts of the text have been designed in such a way as to make use of what might be called an inquiry approach. For this reason many of the in-and out-of-classroom activities suggested in this guidebook take this approach. However, not all of the alternatives presented assume this direction.

P A R T O N E
C O U R S E O U T L I N E S

Rationale for Teaching Canada's Multicultural Heritage

Before any teacher or group of teachers can begin to develop specific knowledge, skill, or affective objectives it is first of all fundamental that a clear overall rationale for the course be established. National goals, relevance, etc., may be part of any Canadian Studies course but they are not in themselves sufficient objectives on which to begin building a meaningful program. The general objectives must be structured in such a way as to allow for the direct transmission of one's general objectives to more defined objectives in the individual units themselves. Such an approach allows for the movement from a general purpose of Canadian Studies to specific and measurable objectives within each unit.

Such a rationale is found in Canadian Studies '73 A Resource Booklet (Ontario Secondary Education Commission of O.S.S.T.F.).

To this end the focal objective of any Canadian Studies program must be to make Canada more comprehensible to students. This by no means implies that an effort should be made to create or even arouse an emotional form of Canadian nationalism. It does imply, however, that students should develop an understanding of those historical and contemporary economic, political, social, and cultural factors which make Canada the complex nation that it is. Clearly the end result of such an understanding would be a meaningful perspective of Canada and the diverse elements which comprise it.

A more specific rationale for the teaching of Canada's multicultural heritage is found in the introduction to the resource booklet published in the Ontario Ministry of Education Canada's Multicultural Heritage.

Canada is a country made up of immigrants and their descendants. Each group that came to Canada had its special reasons for leaving its original home; each brought its unique cultural heritage; each experienced some form of cultural shock upon arrival; and each had to overcome a particular set of difficulties in adapting to the new environment. In short, each group altered the existing culture in some way and was in turn altered by the cultural and physical environments of Canada.

It is essential that Canadians of all national origins be made aware of the cultural heritage of other immigrant groups.

It is within the context of making all Canadians more aware of the national origins, economic and social contributions, adaptations, and cultural impact of the various immigrant groups that this text has been written. Clearly, in an era of great discussion of the elusive Canadian identity, an understanding of our multicultural heritage is crucial.

Course Outlines

No single course outline will suffice in meeting the needs of every teacher wishing to develop a Canadian studies course focusing on Canada's multicultural heritage. The location, cultural background, urban or rural experience, etc., of the students all give rise to course outlines which reflect the needs and interests of the particular students. This is clearly evidenced in the variety of such courses being taught across each province and indeed the entire country.

The following two course outlines demonstrate the varying ways in which the topic may be approached. In each case there is sufficient data, both primary and secondary, within the text to facilitate such an approach.

I One way to approach the topic is chronological. It emphasizes two aspects - waves of immigration and institutional roots.

1. Waves of immigration

The following questions provide an organizational guide in planning detailed unit investigations:

- a) Why did the group come to Canada? (Investigate push-pull factors.)
- b) What cultural heritage did it bring?
- c) How was the group's culture changed? How did its culture change other groups with which it came into contact?
- d) What difficulties did the group have to overcome?
- e) What contributions did each group make to Canada?

2. Institutional roots

This theme focuses on those aspects of our culture that have been preserved in our basic institutions (e.g., legal, political, educational, religious, economic). These institutions were established during the French and British colonial periods, and have been partly transformed by the Canadian experience.

This organization creates a framework that emphasizes historical continuity, both in the Canadian sections of the course and in the studies establishing the roots of our culture outside of Canada.

Unit 1 Introduction

Focus of Study

The purpose of the unit is to make students aware that Canada is a land of immigrants.

Content

- student family tree
- statistical study of the ethnic origins of the class
- immigration to Canada by country of origin (*Statistics Canada*)
- periods of immigration

Unit 2 Canada's Original Peoples

Focus of study

Canada's original peoples developed their culture in response to the challenge of various environments in North America. Their attitudes to the natural environment have influenced our current attitudes to natural resources.

Content

- origins; native legends; migration theories
- adaptation to natural environments
- relationship with nature
- attitudes to the land and natural resources
- a current ecological issue - e.g., McKenzie Valley, James Bay, Reed Paper

Unit 3 The French

Focus of study

The people of New France brought the institutions and lifestyles of France with them, but were forced to adapt these to the realities of the physical and cultural (i.e., native) environment of North America.

Content

- a review of certain aspects of life in New France: government and law; social organization; economy; lifestyle; the arts
- a study of French institutions and lifestyles in the Age of Louis XIV in France
- an investigation of the extent to which New France was a 'carbon copy' of the France of Louis XIV

Unit 4 British Conquest of New France (1759-1791)

Focus of study

The British conquest brought British institutions, lifestyles, and people to New France. These were in turn modified by the physical and cultural environment.

Content

In Canada: British Government Policy

- the Articles of Surrender, 1759
- Proclamation of 1763
- Quebec Act
- Constitutional Act of 1791 (in response to the immigration of the United Empire Loyalists)

In Britain: Developments in the Tudor, Stuart, and Hanoverian Periods

- parliament
- justice
- constitutional monarchy
- cabinet government
- growth of colonial empire

Unit 5 The British Agrarian and Industrial Revolution and the Great Migration of 1815-1850

Focus of study

The agrarian and industrial revolutions provided the thrust for the first *mass* immigration to Canada from the British Isles and western Europe. This wave of immigrants populated Upper Canada and provided the base for further expansion--demographic and technological.

Content

- the agrarian and industrial revolutions
- social and economic impact of the revolutions -- a cause for emigration (push factor)
- statistical study showing population growth in Canada as a result of this immigration
- results for Canada: attitudes and values; technology; settlement

Unit 6 Great Migration (1896-1914)

Focus of study

The second mass immigration to Canada involved a great variety of cultural groups.

By studying a number of groups that took part in this mass migration, students will be able to understand:

- the social, political, and economic pressures in Britain and Europe that stimulated emigration;
- the Canadian government's policies that encouraged mass immigration to the Canadian West.

Content

Case studies of particular groups that took part in this migration (e.g., Ukrainians, Jews, Chinese) using the questions listed under Principles of Organization above. Through these case studies students will be given an opportunity to:

- appreciate the experience of immigration in human terms;
- investigate the value systems of particular groups.

Unit 7 The Twenties

Focus of study

Among the many immigrant groups who have come to Canada are those who left

their homelands in order to preserve a particular value system or way of life. The First World War created many religious and political refugee groups, a limited number of whom came to Canada.

Content

Case studies showing:

- a religious group (e.g., Hutterites);
- a political refugee group (e.g., Ukrainians).

Unit 8 Post-World War II (A Synthesizing Unit)

Focus of study

Since World War II, well over four million immigrants have come to Canada. This phase of immigration involved a much greater diversity of peoples and cultures than the earlier movements. It is suggested that in this unit students be given the opportunity to engage in independent or group study in order to investigate the roots of their own culture or those of other students in the class. Through such studies students will be given an opportunity to:

- a) improve investigative skills;
- b) develop an appreciation of the multicultural reality of contemporary Canada.

Content

- statistics of immigration since 1945
- origins of immigrants
- independent or group studies of selected groups of immigrants. (See also Approach B.)

Unit 9 Canadian Immigration Policy

Focus of study

The purpose of this unit, which centres on a critical appraisal of Canada's immigration policies since 1867, is to help students clarify their attitudes towards our present policies and the alternatives for the future.

Content

- historical development
- present policies
- proposed changes (Green Paper on Immigration)

Unit 10 Canada: A Multicultural Society

Focus of study

The purpose of this unit is to give students an opportunity to explore the advantages and disadvantages of living in a multicultural society. Students should be encouraged to consider the topic from a personal standpoint ("Multiculturalism: What is it worth to me?").

Content

- concept of multiculturalism as a modern approach to dealing with cultural diversity which establishes each group's rights to cultural uniqueness, responsibilities for cross-cultural understanding, and full participation in building the Canada of the future

Taken from Ontario Ministry of Education publication "Canada's Multicultural Heritage", developed by:

Steward Dicks, History Consultant, London Board of Education

Julia Saint, Central Peel S.S., Peel County Board of Education

John Bearcroft, History Head, Eastview S.S., Simcoe County Board of Education

Sharon Sheahan, Social Sciences Co-ordinator, Metropolitan Toronto Separate School Board

The following course outline has the same objectives but offers an alternate method of organization.

II Unit 1 What is Culture?

If students are to clearly understand such concepts as pluralism, assimilation, multiculturalism, and melting pot it is important that they have a working understanding of the term culture - how it develops and why it varies. This does not require a total sociological perspective of cultural development. Rather it implies that students will be better able to understand the multicultural aspects of Canada as a pluralistic society if they understand the key elements of any culture.

Areas of Emphasis

- defining culture
- culture is both learned and shared
- the components of culture
 - culture trait
 - culture complex
 - culture pattern
- the concept of sub-culture
- how culture grows
 - culture base
 - primary and secondary inventions
 - cultural borrowing
- isolation and cultural stagnation
- ethnocentrism and its implications

Unit II What Is Prejudice?

In studying such issues as the status of Canadian Indians, bilingualism, the concept of a mosaic society, it will be necessary for the students to have a solid grasp of the concepts of prejudice, stereotyping and discrimination. Thus it is important that a brief unit address this matter.

Areas of Emphasis

- defining prejudice
- prejudice as a learned response
- the implications of stereotyping as an extension of prejudice
- discrimination as an extension of prejudice and stereotyping
- the implications for Canadian society

Unit III The History of Immigration

In order to allow the students to further develop a framework from which to view our multicultural heritage, it is important that they have a general understanding of the flow and patterns of Canadian immigration. This does not involve developing a thorough knowledge of Canadian immigration policy, but it does require that they see immigration to Canada within a domestic and world perspective. This includes exploring such things as socio-economic and political conditions abroad and in Canada as factors influencing immigration.

Areas of Emphasis

a) The Free Entry Period

- laissez-faire attitude toward immigration
- Quebec's concerns
- need of immigrants for development of western land and eastern industries

b) Sifton and After

- improvement in world economic conditions
- need for immigrants for development
- aggressive policy of encouraging immigration by Clifford Sifton
- the beginnings of non-Anglo-Saxon and non-French immigration
- growing pressure for selective immigration
- development of selective immigration policies

c) War and Depression

- lack of good homesteading land left
- limited demand for industrial workers
- growing concern over numbers of non-Anglo-Saxon immigrants
- World War I cuts off flow of immigrants altogether
- lack of demand after World War I for immigrants
- inability of people in Europe to raise sufficient money to emigrate
- precedent of Jewish Romanian immigrants on compassionate grounds
- tightening of immigration policies during the depression
- efforts at selective immigration/favouritism in immigration

d) The Second Flowering

- influence of world economy and attitudes of foreign governments after World War II
- need for immigrants for development
- government efforts at encouraging immigration
- continued policy of selective immigration
- the issue of refugees and immigration
- pressure to eliminate restrictions on non-white immigrants

e) The Latest Phase

- sponsorship of immigrants based on common criteria for all nationalities
- development of the Immigration Appeal Board
- the issue of visitors turned immigrants

f) The White Paper of 1966

- major emphasis on labour and economic conditions
- emphasis on eliminating discrimination in immigration policies

g) 1967 Regulations

- the development of the point system as a criteria for immigration

Unit IV Native People

The analysis of Canada's native people in Culture and Country is not a total analysis of the native community, its history and contemporary development. Instead an effort is made to understand the general characteristics of the "traditional society" as a culture in relation to our modern society. In addition, through various case studies the destructive impact of the technology and values of modern society on the native community can be demonstrated to the students. .

Area of Emphasis

- initial contact with the Europeans
- the early impact of European culture i.e. dependency, fur trade, disease,
- brutality and the Beothuks
- the key elements of traditional society as opposed to modern society
 - family structure
 - religion
 - value system
 - economics
- a more in-depth analysis of the elements of the traditional study through case studies i.e. the Montagnais-Naskapi Indians, the Buffalo Hunt of the Plains Indians, the Kwakiutl Potlatch
- Louis Riel and the Metis as a political struggle of Native Peoples
- Native People Today
 - urban migration and its impact on native identity
 - legal issues of today i.e. - aboriginal rights
 - legislation and treaties
 - the Indian Act
 - the controversy over treaties

Unit V The British Heritage

Many of the political, cultural, and socio-economic factors which have shaped Canada find their roots in British heritage. To fully understand the impact of the British heritage on Canadian society the students would have to understand virtually all of British history. Obviously this is not the intent or capability of a unit on the British heritage. Rather the unit attempts to identify certain key areas of British influence which will allow the students to develop an awareness and appreciation of the depth of the British heritage in Canada.

Areas of Emphasis

- concept of Divine Right of Kings
- the key elements of the feudal system as a political, social, and economic system
- the reasons for the decline of feudalism
- the principles of Common Law as founded in the reign of Henry II
- the growth of the new manufacturing society in England
- the value system associated with the new society i.e. religion, work ethic, individualism, etc.
- the changes in the social structure of the new society
- emigration as a consequence of industrial growth
- the migration of the Loyalists and their subsequent political, social and economic impact on Upper Canada
- the Rebellion of 1837 as a struggle over British legal and political principles
- the British political and legal heritage as embodied in Canadian institutions and government
- the concepts of imperialism, empire, and continentalism as factors in the struggle for a Canadian identity
- the uniqueness and pride of the Scottish cultural heritage
- the reasons for early Scottish immigration to Canada
- the uniqueness and pride of the Irish cultural heritage
- the Irish struggle for independence
- the reasons for early Irish immigration to Canada
- the economic struggles and personal prejudice faced by early Irish immigrants to Canada

Unit VI The French-Canadian Heritage

The noted Canadian historian Ramsay Cook has suggested that before we can ever deal with the French-English conflict it is first necessary for each to understand how the other thinks. This is the purpose of this unit; to provide English-speaking Canadian students with a better understanding of French Canada.

The title of the chapter and unit, "The French-Canadian Heritage" is significant. For French-Canadians their homeland is not France but the French settlement in North America. This is very different from historical English Canada's view of Great Britain as the motherland. This concept is often difficult for students to understand. It is crucial nonetheless, that they clearly understand this and the importance of the past in the maintenance of the French-Canadian cultural identity.

Areas of Emphasis

- the significance of the past
- the struggles of the early settlers
- the varying life-styles of New France
- the roles of the government and the church in the daily life of New France
- the major political developments from 1763 to Confederation
- the significance of the Rebellions of 1837 in the development of French-Canadian cultural heritage
- French Canada's expectations of Confederation

- the emotional and bitter nature of French-English relations from Confederation to 1945
- an analysis of the concepts of majority rule and minority rights as they relate to French-English relations from Confederation to 1945
- the growth of industrialization in Quebec in the twentieth century
- the impact of industrialization on Quebec society; the family, the church, the community etc.
- the growth of French-Canadian nationalism in response to the impact of industrialization
- the political developments of the Maurice Duplessis era
- the impact of the Quiet Revolution on the growth of French-Canadian nationalism
- the continuing struggle between the Quebec Provincial Government and the Canadian Federal Government in the 1960's and 1970's.
- the historical and contemporary perspective of the language issue
- the depth of the French-Canadian cultural identity; i.e. music, literature, poetry, art, and architecture.
- the struggle of French-Canadians outside Quebec to maintain their cultural identity i.e. case studies.

Unit VII Our Multicultural Heritage

The purpose of this unit is to raise the students' awareness level and appreciation of the cultural groups which help provide Canada with its rich cultural heritage. It is important that the students have some understanding of the nation from which the respective groups came. However, the emphasis of the unit should be on the cultural uniqueness of each group, their individual immigration patterns, the struggles of settlement, and their contributions to Canadian society.

Areas of Emphasis (For each group)

- the immigration pattern as it developed
- conditions in home country contributing to emigration
- key elements of the culture giving the group its uniqueness
- historical contributions to Canadian society
- twentieth century contributions to Canadian society

N.B. - comparisons between cultural groups i.e. occupational patterns, areas of settlement, reasons for coming to Canada, reception from other groups in Canada etc. should be an important element of this unit.

Unit VIII Facing the Issues

As a pluralistic society Canadians face many important questions not the least of which is; what kind of society do we wish to have? The purpose of this unit is to help the students analyse some of these key issues.

Areas of Emphasis

(a) What kind of society do we wish to have?

- the concepts of a cultural mosaic and a melting pot
- tolerance as a form of social inter-action

- the key elements and significance of Canada's Bill of Rights
 - a review of the concepts of assimilation and pluralism as they relate to the key issues of this unit
- (b) The difficult issues of assimilation, integration and segregation as faced by Canada's Native peoples
- the key elements of the White Paper on Indian Affairs (1969) and the varying responses of the Native community
 - the turn toward militancy of varying elements within the Native community
- (c) What will Quebec's Place Be In Confederation?
- a review of the concepts of bilingualism and biculturalism as they relate to this issue
 - the issue of special status for Quebec
 - the issue of Quebec separatism
 - the reaction in English Canada to Quebec separatism
- (d) What Will Canada's Future Immigration Policy Be?
- some reactions to the Green Paper
 - report of the Parliamentary Committee
 - dissenting report of the Committee
- (e) Americanization: What Does It Mean for Canada?
- the influence of American culture on the Canadian identity
 - the mosaic nature of Canadian society as a form of identity separate from the American concept of melting pot

P A R T I I

P O S S I B L E C L A S S R O O M A P P R O A C H E S

Clearly every teacher of Canadian studies has specific classroom methodology which he or she has developed successfully. The following strategies are examples of those used by many teachers to effectively motivate their students.

Frequently courses in Canadian studies are seen as little more than modern Canadian socio-economic history or an in-depth study of Canadian literature. However, Canadian studies by its very nature, and at times almost simultaneously, draws upon a variety of disciplines. In order for a Canadian Studies course to analyze Canadian society it must do so as a whole, not from isolated aspects of it. For this reason it is suggested that some form of interdisciplinary approach be adopted.

This is feasible in one of two ways; first, a structured team teaching approach drawing upon the expertise of a variety of people in a variety of subject areas; and second, examining issues and themes in such a way as to draw upon skills, concepts, and knowledge of various academic disciplines. In the case of the latter, considerable effort could be made to utilize resource people from within the school and the community. Examples of this are noted throughout Part Three of this guide.

Two Differentiated Approaches of Instruction

One of the most difficult problems that teachers face is the tremendous variation and level of ability within a class. This is especially evident at the intermediate level. One possible means of dealing with this problem is to use a "differentiated approach of instruction". The following two models are offered as possible ways of approaching this problem. They were initially developed by the history department at Beaconsfield High School in Quebec and in turn have been implemented in varying ways by numerous other history departments in secondary schools in other provinces.

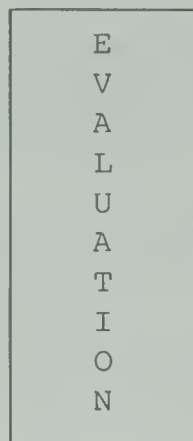
MODEL A

This whole process allows for a multi-level approach which can better meet the varying needs and abilities of the students in any class.

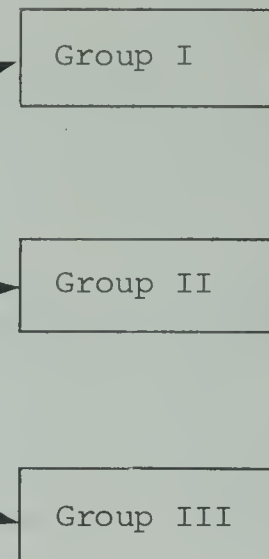
Step I - Evaluation:

1. A basic unit of work is developed at the beginning of the year which involves many varying forms of instruction.
2. Students are required to discuss issues and solve problems in various group situations.
3. A written essay, project, or similar assignment is required from each student.

STEP I



STEP II



4. Students are required to write a rather extensive test on the material covered in this unit. The test should carefully measure the student's ability to deal with concepts as well as content.
5. From all of this the teacher should have a reasonably comprehensive evaluation of each student very early in the term.

Step II - Grouping

On the basis of the evaluation made in Step I, students are grouped into three sections. Each section uses a different approach in an effort to meet the needs of the students so grouped.

Group I

- Students who require considerable teacher assistance.
- Usually a small group with heavy emphasis on developing skills and concepts.
- Independent work is carefully directed with short assignments usually being completed in class.
- classroom-centered with teacher guidance.
- Independent study in resource centre should be an important part of the program.

Group II

- Average Performer
- Basic concepts and skills covered in class as in the case of Group I but in greater depth and dimension.
- Assignments are more sophisticated.
- Pupils are released at regular systematic intervals to work on independent study assignments in the resource centre.

Group III

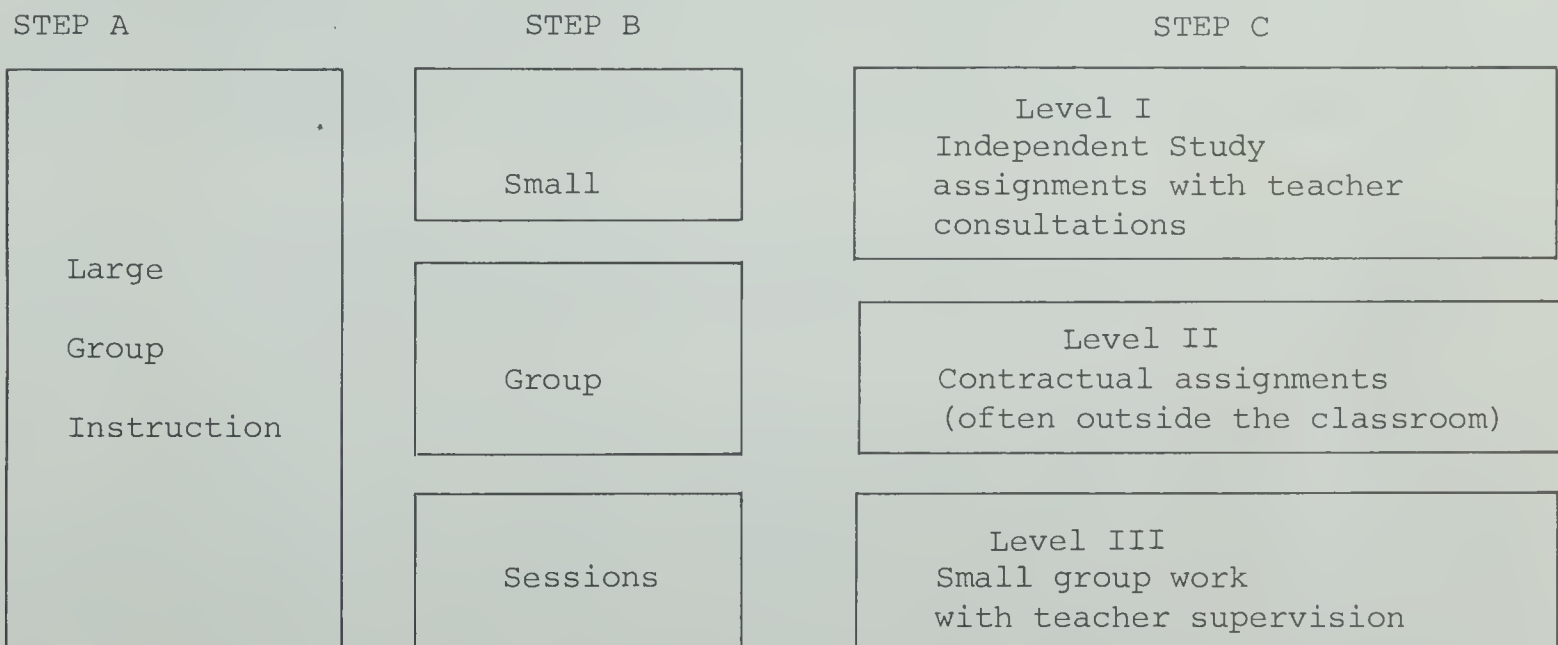
- The advanced or above-average student
- Required to attend those classes in which basic concepts are presented.
- May be released with greater frequency than Group II from scheduled classes to do special independent work.
- This independent work should be designed in such a way as to challenge these students who may otherwise be stagnating in a regular classroom situation.

- Exceptionally capable students may be placed on contractual assignments during certain times in the school year.

It is very important to note that the students in each section undergo frequent re-evaluation. It is often found that the initial evaluation has to be altered somewhat over the school year. Frequently students may change categories depending on their ability to deal with the material in the particular unit of work which is assigned. This by no means implies permanent progression or regression for the students involved. In such a system, this constant evaluation is of the greatest importance.

MODEL B

This is quite a different form of differentiated approach to instruction than outlined in Model A. However, the principle of attempting to meet the students varying needs is still the prime objective.



A. Large Group Instruction: (Entire Class)

- 1) To provide a "jumping off" point for each unit
- 2) To provide motivation for each unit
- 3) Instruction would involve such methods as socratic lessons, debates, panel discussions, reports, audio visual material, and guest speakers.

B. Small Group Sessions:

(Small groups within the classroom. Two to five students per group)

- 1) General themes are broken down into specific problems.
- 2) Basic group assignments to be handed in for evaluation.
- 3) Specific materials are provided for each group to deal with.
- 4) N.B. Groups are flexible. It may be advantageous in a heavily skill-oriented unit to group according to abilities. On other occasions grouping may be based on levels of interest in the material. However,

it should also be carefully noted that the teachers who had used this structure highly recommended frequent usage of mixed ability groupings. They concluded that in small group situations slower learners frequently benefited through repeated exposure to more talented students.

C. Independent Study

Level I

- 1) As the unit becomes crystallized in the small group sessions the average and above average students elect certain independent study assignments.
- 2) These students are given a list of suggestions for their independent study assignments.
- 3) These suggestions offered by the teacher range in difficulty and depth. They are opted for in consultation with and approval of the teacher.
- 4) It is important to note that the teacher must endeavour to provide means of consultation as the independent study assignments develop. This is of great importance in that it allows the teacher to ascertain whether each student is progressing adequately and dealing with the assigned task as expected. Perhaps even more important is the security that certain students receive in such consultation. That is, a number of students want to know very badly that they are doing the assignment the "right way".

Level II

- 1) For certain exceptional students it is expected that they could be given the option of becoming involved in contractual assignments.
- 2) These assignments would be of greater difficulty and depth than the assignments at Level I.
- 3) In addition this would likely involve some form of contractual arrangement in terms of attendance. This would likely be necessary in that resources beyond those of the school would be required.
- 4) It is recommended that students apply for the contractual arrangement. By proceeding in this way, students from the outset are aware of where the responsibility lies in such a system.
- 5) A very important factor in all of this is that of planned consultation. Although these students are more academically advanced they very much require teacher reinforcements.
- 6) N.B. Exceptional students should be encouraged to become involved in such a program. However despite the obvious, it should be noted, that teachers should not pressure students into entering such a program.

Level III

Students who need more guidance work in small groups under the supervision of the teacher to develop topics appropriate for group work.

As people involved in these types of approaches will point out, they do not necessarily meet every student's needs and interest but they do conclude that it comes closer to meeting them than the traditional classroom situation.

In summary it seems apparent that some form of differentiated instruction carries with it certain advantages:

- 1) The problems of slow learners are dealt with by the teacher in a much more specific manner.

- 2) The gifted student is challenged much more than would otherwise be the case.
- 3) This type of format creates a more varied form of instruction.
- 4) N.B. All the advantages of a traditional classroom situation are retained.

Neither one of these models is the panacea to the whole problem of varying levels of ability. However, it is hoped that teachers will use them as points from which to consider possible alternatives. In conclusion it is worth noting that elementary school teachers have used variations of these approaches very successfully for several decades. Such success in itself warrants greater consideration at the secondary level.

Verbal Communication

If a Canadian Studies course is to be effective and successful it is fundamental that a classroom environment be established from the outset in which students feel free to communicate with each other concerning controversial issues and indeed their own value system. It is often difficult, especially in light of individual timetabling, to create the degree of confidence and mutual trust necessary for such an environment.

An effective means of dealing with this problem is to begin the course with one or two relatively unsophisticated simulation games which not only create the desired environment but of equal importance build communication skills which will be valuable not only in small group work but in the total classroom picture as well.

There are numerous simulation games designed for small group interaction which would serve this purpose. Regardless of the game(s) chosen certain aspects of the process are crucial if the given objectives are to be realized. Equally important to the student interaction is the "debriefing" period which should follow each simulation. At that time each group and the class as a whole should analyze what developed. One effective means of dealing with this is to have an observer outside each group who later reports on items such as the following.

- How did the group get started?
- How long did it take to begin?
- Was the group clear on its task?
- Who was the leader?
- How did the leadership emerge?
- Did everyone in the group participate?
- Did anyone dominate the conversation?
- Were people left out?
- Did everyone listen to each other?

These items would then be discussed in the debriefing session in order to assist the students in realizing the need for participation by each member, the need to support his/her position, the need to listen to the other point of view, the need for organization and efficiency within the group, and the benefits of an open and honest discussion.

Case Studies

One of the most versatile teaching techniques is the use of the case study. Through it the students are required to develop a number of important analytical skills. One way of using a case study is outlined below.

- I. Have each student read the case study and make a brief written assessment of:
 - the circumstances of the case study
 - the issue as he/she sees it
 - the possible arguments for each side of the issue
 - the logical solution
 - moral factor(s) involved (if applicable)
 - his/her individual solution encompassing both the logical and moral elements
- II. Divide the class into groups of approximately six students to discuss their interpretations and solutions. Outline to them that they are to try to arrive at a common position within a specific time frame. A group leader, and recorder/reporter can either be appointed by the teacher or evolve depending on the maturity level of the class.
- III. A reporter from each group is then asked to report the group's position and outline their reasons for taking such a stand. A brief outline of the group's position could be put on the chalkboard for comparison. The subsequent class discussion should attempt to draw upon the merits of each group's rationale.
- IV. The teacher would then take the issue(s) and further develop the given objectives of the topic or unit.

Some case studies might not focus on an issue. The purpose of the case study might be to provide the students with a simple perspective of a situation. The hardships of early immigrants, the attitudes of a person toward a minority group, or the government's position on a particular matter are examples of case studies in which no major issue is present but a clear perspective of a situation is provided. These kinds of case studies would be more effectively handled in a group discussion focusing on the students' feelings and reactions to the circumstance of the case study.

Debates

A lively debate provides an opportunity for a change of pace in the classroom and more importantly it provides the participants with an opportunity to improve public speaking skills in a way unavailable in any other teaching situation. Unfortunately, classroom debates are often not organized sufficiently and as a result the debate degenerates into simply an argumentative discussion. When this happens the maximum potential of a debate is lost. The accompanying chart gives guidelines which, although not as sophisticated as those of a debating society, provide a framework to develop the desired skills. At the same time they allow for the competitive spirit which makes a debate an enjoyable classroom experience for participants and

audience. It is expected that the teacher would modify this model in order to best suit the students and topic involved.

Two key recommendations are offered for consideration. The first is to invite the principal, vice-principal and other staff to be part of the panel of judges. Rather than intimidating the participants this tends to add a little more official atmosphere to the whole procedure. The second is to have a fairly lengthy debriefing session (a whole period follow-up if necessary) in which the strengths and weaknesses of each analysis are discussed. If handled properly this debriefing session is the most educational aspect of the whole experience.

Panel Discussions

Closely related to debates are panel discussions in that they offer four to six students an opportunity to research and discuss a particular topic or issue. They in turn convey the material to the whole class and involve them in discussion. Under the direction of a student chairperson the panelists present their information and perspectives of the topic. Then the class is given an opportunity to ask questions to the panelists.

It should be emphasized that although the panelists' personal views are important it is imperative that they research the topic well in advance and are able to substantiate their position with data or support material. Some teachers like to preview the panelists' material for presentation in advance in order that they can suggest additional ideas or reference materials if added depth is required.

Reports

It is certainly not possible to analyze all aspects of Canada's multicultural heritage within the classroom environment. In particular there are a number of smaller cultural groups which are not likely to be studied by the entire class. There may also be a number of such groups represented in any classroom, or there may be certain students who have a particular interest that they would like to explore in depth. As a result of all these factors a course of this nature provides an excellent opportunity for students to do in-depth individualized research and then report to the rest of the class.

CLASSROOM DEBATE

Topic: The Precise statement to be resolved should be thoroughly understood by all participants.

Procedures and Judging:

Moderator

- gives the statement to be resolved very clearly at the outset
- Accurately times each speaker
- Chairs the "open forum" session at the end

<u>Affirmative</u>				<u>Negative</u>			
<u>Speaker</u>	<u>Order</u>	<u>Time</u>	<u>Possible Points</u>	<u>Speaker</u>	<u>Order</u>	<u>Time</u>	<u>Possible Points</u>
A	1st	2 minutes	5 arguments given supporting affirmative position.	A	2nd	4 minutes	5 rebuttal of previous argument. 5 argument supporting negative position.
B	3rd	4 minutes	5 rebuttal of previous argument. 5 argument supporting affirmative position.	B	4th	4 minutes	same as above
C	5th	4 minutes	same as above	C	6th	4 minutes	same as above
A	7th	2 minutes	5 rebuttal and brief summation.				

Open Forum

10 possible points for each team on their ability to answer questions from the floor (judges included).

Certain reminders to ourselves concerning the need for direction and monitoring, particularly at the intermediate level, seem appropriate. Realizing that students frequently procrastinate and often are not sure exactly how to approach the task, it is useful for the teacher to set out specific guidelines and due dates to be followed. By beginning early enough and being required to submit specific progress reports, the students are more likely to do a better job, and feel more positive about their efforts. Such matters as initial understanding of the topic or issue, the theme to be developed, a brief outline of the content, sub-themes, bibliography, organizations consulted, etc., are all aspects that can be dealt with. The accompanying outline provides one example of how these might be incorporated.

Wherever possible individual interviews with the students should be arranged in order to give support or direction at a more personal level.

The oral reports to the class should be fairly brief, include handouts for the class, provide for a question and answer period, and include audio visual materials. Successive student reports tend to lower the students' interest level in them. Therefore an effort should be made to spread the reports out as much as possible.

REPORT OUTLINE

Name _____ Home form _____ Period _____
 Topic _____ Date Due _____
 Date Submitted _____

Part A

1. Briefly outline your understanding of the topic: _____

2. What books, magazines, or articles have you begun to research?
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
3. Have you written any letters to individuals, organizations, companies, etc., seeking information? Please list. _____

4. What additional sources (human, print, non-print) do you plan to use?

5. Do you have any specific questions or concerns? _____

6. Teacher's comments/suggestions _____

Date _____ Date for next submission _____

Part B _____ Date Submitted _____

1. List any additional sources you have found: _____

2. Briefly outline the theme/hypothesis of your report _____

3. Do you have any specific questions? _____

4. Teachers Comments/Suggestions: _____

Date _____

N.B. Please provide a one to two page outline of your report to me by _____. Your outline should include your theme/hypothesis, major content headings, and final bibliography.

The Use of Statistics

All too frequently students at the intermediate level do not have the opportunity of developing the skills or the proper perspective to appreciate the use of statistical data as an effective learning technique. This is partly caused by the fact that textbooks frequently ignore statistical data or rely on it in a very limited way. As is noted in the introduction, a concerted effort has been made in the development of this text to provide students with a variety of resource materials.

There are two ways of using these resource materials: one would be to refer to it as it applies in the context of the topic and particular chapter; a second method would be to use selected portions near the beginning of the course to establish the necessary skills in order that the students can make more effective use of it individually throughout the course. The latter requires further explanation.

The following is offered as a possible approach:

- a) Have the students read through all or some of the statistics on pages 14, 19, 20, 21, 22-24, 27, and 28-30 of the text.
- b) Have the students record the general conclusions they think can be made from each of these sets of statistics.
- c) As a total class discuss what conclusions can be made from each of these sets of statistics. Considerable attention should be given to identifying generalizations, bias in interpretation, and the tendency to read too much into one particular statistic.

Library Research Skills

It is often difficult to determine the individual student's level of competence when it comes to library research skills. One means of developing and evaluating the students' research skills is through library work sheets. After making certain that students are aware of the various areas and resources of the resource centre the students could be given a work sheet similar to the accompanying one. One third of the class should research part A under each section, another third part B, and the final third, part C. The groups would then rotate through each section. Groupings of this nature are suggested simply to avoid congestion in the search for a few books. After spending two or three periods in the resource centre each student would submit an individual report. An evaluation of these reports will provide the teacher with quite a thorough assessment of the students' library skills.

LIBRARY RESEARCH SKILLS

I Find the title and the file number of a book written by the following authors. In a short sentence explain what the book is about.

A R.A. Mackay
G. Hambleton
J.R. Mallory

B D. Camp
W.L. Morton
W.D. Young

C R.M. Dawson
A. De Toqueville
F.A.R. Chapman
P.E. Trudeau

II Find a book in which you would find information on the following topics. Note the author, title, and reference number.

A Riel Rebellion of 1885
History of Ancient Rome
Capital Punishment

- Franklin Delano Roosevelt
- B Car Racing
- The Labour Party in Britain

- Womens' Rights
- C Birth Control
- Space Exploration

III Find the following books in the stacks. Note the reference number and the author. In a brief sentence tell what each is about.

- Rich and Super Rich
- A The Vertical Mosaic
- The Universe of Dr. Einstein

- The New Face of Buddha
- B The Age of Reason
- The Desperate People

- The Cursed Blessing
- C The U.S. and China
- The Children of Frankenstein

Book Reviews

An excellent means of developing analytical writing skills is through the use of book reviews. Unfortunately students often have difficulty in making the transition from the more descriptive book report to the more analytical book review. For this reason it is important that the teacher provide a formal lesson on the writing of a book review as well as written guidelines to be given to the students.

The following material may be useful in serving both of these areas.

a) Preparation and Method of Work

The book should be read at least ten days before it is due. As you are reading you should be jotting down the key ideas and facts in the book. In particular you should be making notes on items related to the theme of the book. Leave the book for a few days before you write your first draft. Using your notes as well as periodic checks in the book, write your first draft. Set it aside for a few days before returning with a critical eye to check English usage, grammar, and accuracy, and make any necessary changes or corrections. Write your final draft for submission.

b) Heading (Example)

Hodgetts, A.B., What Culture? What Heritage? The Ontario Institute for Studies in Education, Toronto, 1968.

c) Content and Analysis

The two key elements of a book review are the summary of the book itself

and the reviewers critical comment. However, it is important to note that a skillful reviewer will weave the two together throughout the review. The following questions should guide the student in accomplishing this.

- What is the book about?
- What is the central theme (and sub-themes)?
- Does the book have a thesis?
- What is the setting and time period? (Particularly important in historical novels)
- What is the mood or atmosphere? (If applicable)
- Why did the author write the book?
 - entertainment?
 - social message?
 - mystery?
 - etc.
- What were you able to find out about the author?
- Was he or she qualified to write the book?
- What kind of research was used?
 - documents, diaries etc.
 - interviews
 - questionnaires
 - travel
 - first-hand experience
- As a result of the above question, do you consider the book to be accurate?
- What impressed you (positively or negatively) about the book?
 - readability?
 - humour?
 - feelings aroused?
 - social message?
- Physical factors of the book
 - print - size, readability
 - binding
 - illustration; graphs, charts, pictures, etc. Were they used purposefully or simply unnecessary additions?
 - Is there an index or bibliography?

d) Conclusion

- Your overall impression of the book
- Would you recommend the book for general information, research or entertainment? Why?
- If you would not recommend the book, why not?

It should be impressed upon the student that a book review should not be simply sentence answers to these questions, but rather a total summary and analysis of the book using these questions as guidelines. Two or three examples taken from the newspaper would be useful for emphasizing this.

Newspaper Clippings and Files

Articles are constantly appearing in the newspaper concerning such topics

as immigration, deportation issues, government policy on multicultural funding, projects, etc., as well as happenings in and among the various cultural groups. These are an infinite source of current relevant material. This source of information can be affectively used in a number of ways:

- Each student could keep a file or scrapbook of clippings on the various topics being covered. A brief written synopsis and personal assessment of the article would be required to make it more than a "cut and paste" exercise. Specific questions might be provided as guidelines: Why do you think this article is important? What is the theme or issue developed within the article? Does the article contain any form of bias?
- Students in teams of two or three might be responsible for maintaining a current events board of issues related to the course. A written report similar to the guidelines outlined above might be submitted in conjunction with the visual display.
- Periodic oral reports based on information found in the newspaper could be given by students individually or in small groups.

Quotations

Throughout each chapter there are quotations at the top of a number of pages. These quotations can be used effectively as a motivator for either a specific lesson or unit of work. Many of the quotations selected are controversial by design thus allowing for an open discussion. Besides providing a motivation technique the quotations allow the teacher to assess the students' analytical skills and comprehension level. Questions focusing on the thrust of the statement, the possible context, and the significance of the quotation will provide such an assessment.

Student Interviews

A wealth of information can be derived from interviewing people in the community. This is also an effective means of helping the student develop research and oral communication skills. In order to insure that the interview is conducted effectively it is recommended that the teacher review the objectives of the interview and the types of questions to be used. Although the questions should not be structured in such a way as to make the interview little more than a response to a questionnaire, the questions should be specific enough to achieve the established objectives.

Two formats of classroom presentation can be effectively used. One method is to play taped sections of the interview. This would accompany a written summary and oral report from the interviewer. In order for this method to be effective it is imperative that the tape be of high quality. A second method is simply to have the student interviewer provide a presentation and/or written summary of the interview.

Questionnaire

Another interesting exercise and one which gives the student insights into the research methods of social scientists is the use of a questionnaire. However, in order to develop and use a questionnaire effectively it is important that the students have some understanding of the elements of a meaningful questionnaire and the possible pitfalls to avoid. The following is offered as a means of introducing the use of questionnaires and a possible method of developing them with students at the intermediate level.

Step I

The teacher might begin the class by raising an issue for which there will be a fairly high degree of opinion and controversy. For example it might be mentioned that it was recently suggested in the newspaper that high school students are poorly informed about their own country and world affairs in general. The teacher could then ask whether or not they agreed with this statement. After asking the opinion of sufficient numbers of students to demonstrate that there were a number of divergent views within the class, the question could then be asked "Do you think that the majority of students think they are informed?" This question should invoke both positive and negative replies. The question could then be asked, "How could we determine, first whether, the students think they are informed, and second, whether they really are informed?: Invariably some students will suggest the use of a questionnaire.

A brief discussion could then be developed on the use of questionnaires in our society. Areas such as market testing, television ratings, political opinion polls, etc., could be discussed as uses of questionnaires. Sample Gallup polls or newspaper surveys could be distributed as examples.

Step II

The discussion could then move to a consideration of the questionnaire as a tool used by social scientists.

Social scientists basically have three tools for research, observation, interviews and questionnaires. Each of these has a specific place in the collecting of data. Whichever one is used it must be developed in a systematic and precise manner and be free from personal bias.

A questionnaire may be used to test a particular hypothesis, i.e., the majority of students would favour the energy conservation proposal outlined above. On the other hand it may also be used to collect data in a general area of concern and then deduce conclusions based on the information provided.

The discussion of these aspects of developing a questionnaire need not be terribly sophisticated for students at the intermediate level. Nonetheless the students must be very clear about the necessity of being as systematic and precise as is humanly possible.

The following guidelines are offered as a framework for developing any questionnaire:

- (i) There must be a clear statement of the hypothesis to be tested or the research area to be investigated.

- (ii) A clear statement is required of the individuals who make up the group to be studied (sex, age, occupation, etc.)
- (iii) A clear indication of the information (data) to be collected is required.
- (iv) The description of the process to be used must be clearly outlined.
- (v) The method of analyzing the data and the way it is to be presented should be established before developing the questionnaire itself.

Step III

At this point the teacher may wish to have the students develop a questionnaire on the issue discussed in class as a means of having the students work through the process outlined in the above guidelines. Using groups of four or five students is an effective way of approaching this task. Some key issues should be examined, however, before having the students begin. For example; in the issue mentioned above, what might be considered "informed"? Such items as a general knowledge of important people and major events in the areas of politics, economics, the arts, sport, international affairs, etc., would seem to constitute what might be legitimately considered "informed".

After developing a questionnaire in each of the groups the entire class could then develop a common questionnaire using the best questions from each group. It would likely be useful to do a breakdown by ages in order that relative comparisons of "being informed" could be made. A further suggestion would be to use multiple choice questions in that they often generate interesting data for analysis beyond the initial issue.

There are a number of issues throughout the text where a questionnaire would be useful as a research technique to determine attitudes among the entire student body and at times the community. These might include an assessment of attitudes on such things as the role of the monarch in Canada, Quebec Separation, the demands of native peoples, or the tolerance level and the multicultural nature of our society.

It must always be remembered that, although the depth of understanding of the questionnaire and its usage is not the same for intermediate level students as it would be for senior sociology classes examining human behaviour, it is important that the process be systematic and precise to be of any value.

Heritage Day

A number of secondary schools have operated very successful "Heritage Day" programs as a part of their courses on Canada's multicultural heritage. Through the resources found in their immediate community they have brought in music and dance groups, art and craft displays, as well as food preparation demonstrations. Such a program offers a dimension otherwise unattainable.

Recipes

An interesting activity for students is to prepare and taste foods unique to the various cultural groups. Several students could develop a

multicultural cookbook with typical recipes for each cultural group. In addition, it would be useful for some of the students to be able to prepare several of the dishes for the class to sample, perhaps in conjunction with the Family Studies classes.

Displays

In order to create a stimulating environment in the classroom, a different bulletin board display could be prepared for each cultural group studied. Posters can be obtained by writing to the consulates for each country which is to be studied. Arts and crafts, costumes, pictures, etc. might be contributed by students or others in the community. Books which deal with each nationality could be displayed as well. Collecting and displaying the materials could be done in groups, with each group responsible for one of the nationalities studied.

P A R T III

This section attempts to provide a framework from which the content and concepts found in each chapter can be developed. This includes a working list of possible knowledge and affective objectives, a glossary of terms, and a series of questions. The latter requires some further explanation. Many teachers have indicated a need for questions in addition to those found throughout the chapter. The questions included might be used either for assignment review of the material found in each chapter or the focus of classroom discussions. The final section for each chapter provides possible classroom strategies.

Chapter One: Why Are We Different?

Canadian society is relatively complex. Because of the many differences in our cultural backgrounds, religious affiliations, regional interests, and political beliefs, there is the potential for human competition and conflict. This is not unique to Canada. Any country experiences conflict within its society. However, the measure of a nation and its people is their ability to deal with the potential conflict.

In order for students to appreciate our cultural diversity and the potential richness it can give Canadian society, they must have not only an awareness of the cultural groups within the mosaic but an understanding of how and why the cultures of the various groups differ. Further it is important for them to understand the destructive elements of prejudice and stereotyping. Clearly this is not simply a matter of a cognitive understanding but a behavioural awareness.

Closely associated with an understanding of our cultural differences and the risks of prejudice and stereotyping is an awareness of why various groups and individuals have immigrated to Canada, how they have been received, and the Canadian government's official position on immigration over the years. Although a detailed knowledge of past immigration is not required the students should have an awareness of the various general stages of immigration and government policy.

Objectives

The following list of objectives can be feasibly developed within the context of this chapter.

a) Knowledge Objectives

To have students develop an awareness of some or all of the following:

- the pluralistic nature of Canadian society
- the potential forms of conflict within a pluralistic society
- how culture is formed and the various components of any culture
- how culture either grows or stagnates
- the degree of ethnic variation in Canada
- the various stages of immigration in Canada

- the shifts in government policy on immigration and the reasons for this
- the roots of prejudice and stereotyping and the subsequent implications

b) Affective Objectives

To have students develop an appreciation of or a sensitivity to all or some of the following issues:

- the importance of understanding the nature of our pluralistic society
- the dangers of ethnocentrism
- the destructive nature of prejudice and stereotyping

Glossary of Terms

It is important that the students have a clear understanding of the following terms.

Culture - Culture can be defined as "the way of life of a social group; the group's total man-made environment, including all material and non-material products of group life that are transmitted from one generation to the next. This includes knowledge, beliefs, art, morals, customs, and any other capabilities and habits acquired by man a member of society" (page 15)

Ethnicity - This term refers to the characteristics shared by a group of people who lived together as a single cultural group for many generations and who have an identifiable combination of beliefs, language, religion, territory of national origin, customs and history in common. An ethnic group may not have all the above traits but it is easy enough to identify groups that have only one or two missing (Page 12)

Prejudice - In its simplest terms, prejudice means to prejudge or to make up your mind about someone or something in advance. Prejudice and bias are therefore illogical. (Page 33)

Stereotyping - The act of attributing to an individual all of the characteristics that we normally identify with a total group. (Page 33)

Questions

1. What are examples of potential conflict in Canada?
2. Is conflict necessarily a negative force? Explain.
3. What is ethnicity? (See also questions in text, page 14)
4. Define the term culture? In what specific ways does culture grow?
5. Why do cultures vary?
6. What is ethnocentrism? Do you consider yourself ethnocentric? Explain. What are the implication of ethnocentrism for Canadian society?
7. Why did the Canadian government initially (1867-1895) take a laissez-faire approach to immigration?
8. Why did Clifford Sifton see immigration as being so important to Canada? Why did he introduce the need for selective immigration? Do you think this was valid? Why or why not?
9. What impact did World War I have on the flow of immigration to Canada?
10. Briefly outline the factors contributing to the growth in the flow of immigration after World War II. Do you think that Canada was acting out of international conscience or self interest? Why?

11. Do you consider the 1967 regulations to have been a fair method of determining successful applicants for immigration? Why or why not?
12. What is the basis of prejudice?

Suggested Strategies

a) The Pluralistic Nature of Canadian Society

One method of introducing the concept of pluralism in Canadian society is through the use of the graphs, charts, and pictures found throughout this and other chapters.

By having students examine this material either individually or in small groups they will be able to draw general conclusions about the nature of Canadian society. The following headings and page references are offered for this purpose.

- religion (chart page 14; picture page 19, 217, 229)
- cultural groups (charts, pages 19, 24, 144, 168, 179, 182, 199, 200, 212, 223, 232, 233, 245, 260, 267; pictures, 13, 16, 18, 21, 57, 206, 210, 221, 227, 242, 281)
 - variety
 - size (present)
 - areas of concentration
 - occupations
 - contribution
- language (graphs 110, 251, chart 158)

From the discussion of the students' conclusions a working definition of pluralism could be developed; a situation in which various distinct ethnic, religious, and cultural groups co-exist within one nation. It is possible then to move into a discussion of the need for greater awareness and understanding of cultural elements of our pluralistic society and hence one of the objectives of a course dealing with Canada's multicultural heritage.

b) Introducing Concept of Culture

Lay out the following (or similar) items on a large desk or table and ask the students to ^{examine} peruse them carefully. They should be told that all of these items individually and collectively represent aspects of our culture. After a few minutes ask the students to write a definition of culture based on the items they have examined. In the subsequent discussion it is important that they come to a clear understanding of culture as "a group's total man-made environment". (See text page 15)

- | | |
|----------------------------|--|
| - pen | - three records (rock, classical, western) |
| - toothbrush | |
| - watch | - football |
| - Bible | - volume of an encyclopedia |
| - bottle of soft drink | - child's toy |
| - television listings | - knife, fork and spoon |
| - lightbulb | - newspaper |
| - jar of coffee | - catalogue |
| - picture of an automobile | - dollar bill |

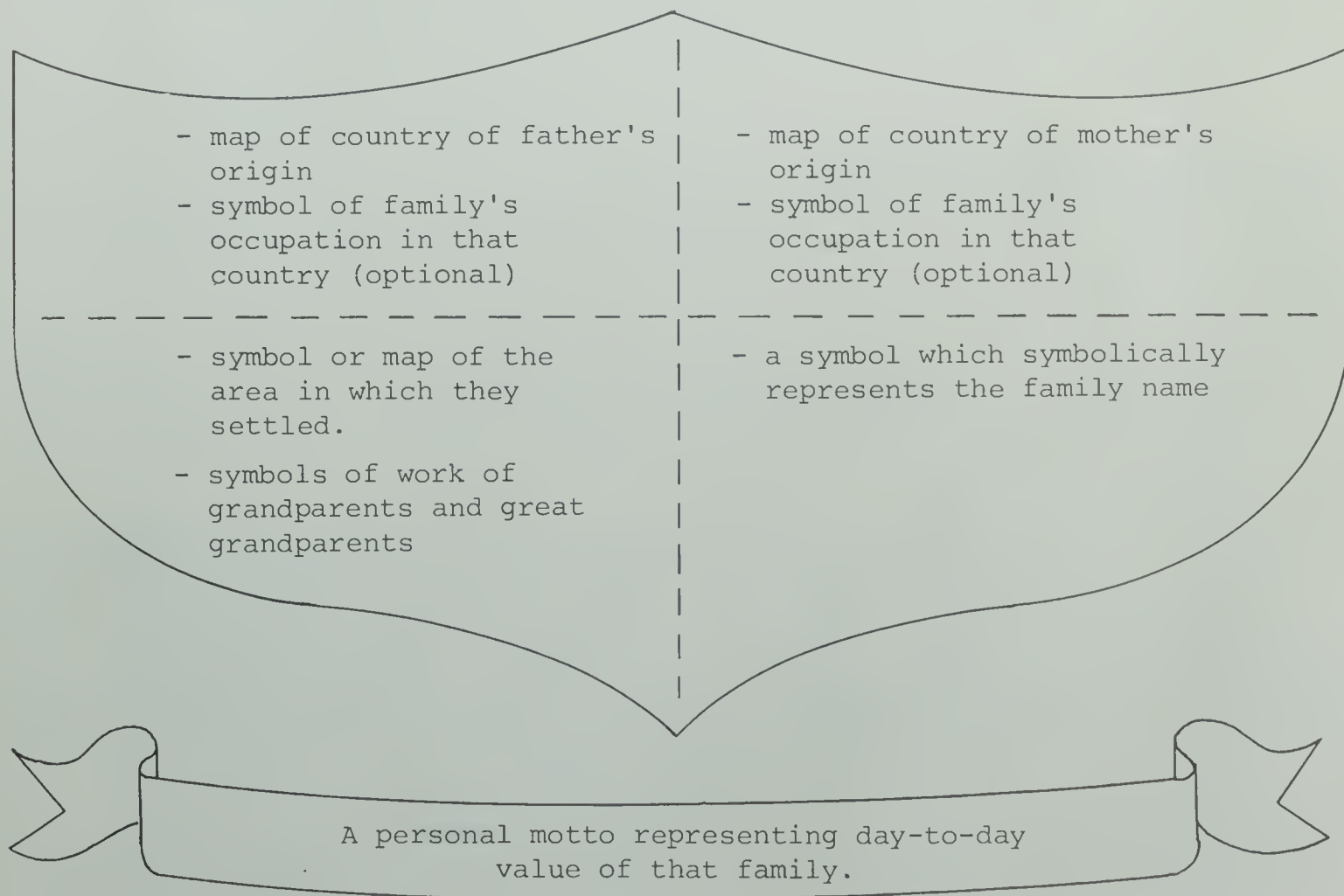
c) . Family Crest or Coat of Arms

An interesting and informative exercise for students is to create a family crest or coat of arms. This requires imagination, creativity, and research. In order to gather the necessary information students will be required to interview parents and grandparents. This in itself is a useful exercise. In order to maximize its benefits, however, it is important that the students prepare specific questions such as:

1. Where were great grandparents (or earlier ancestors) on both sides of the family born?
2. What were their occupations?
3. When did they immigrate to Canada?
4. Why did they come?
5. Did they come as a family or did they come singly?
6. How did they come?
7. Where did they settle?
8. What were their occupations?

The number of sections in the crest may vary and should be left to the discretion of the individual student depending on the amount of information they have been able to obtain. The accompanying diagram is simply a sample which may be used as a starting point for the students own creativity.

FAMILY CREST OR COAT OF ARMS



d) Immigration

As noted earlier it is not important that students develop a detailed knowledge of the history of immigration in Canada. Rather an understanding of the pattern of immigration and the shifts in Canadian policy is a reasonable and attainable goal.

A useful instrument for either introducing or reviewing immigration to Canada is the graph on page 20 in the text.

Depending on the general knowledge of Canadian and world history within the class this graph can be used effectively as an introduction to demonstrate the impact of such factors as world and domestic economic conditions, world wars, westward expansion, and major domestic and international political events. Through socratic questioning the pattern of immigration could be explained in terms of these factors.

As a summary, this chart could be used for checking the students level of comprehension (once the study of immigration was completed). Again through socratic questioning the students could be asked for their interpretation of the various peaks and lows on the graph. This would permit the teacher to reinforce the concepts and data which he/she wished to emphasize.

f) Prejudice and Stereotyping:

As has been pointed out earlier it is important that students clearly understand the negative and even destructive impact of prejudice and stereotyping. Although they are different, the two generally can be viewed as one with regard to people and situations. For this reason the following quizz is offered to develop the concepts of prejudice and stereotyping.

QUIZ

This quiz might help us to realize how many similar attitudes we share with other members of our group.

Instructions: Answer the following questions as honestly as possible. On a sheet of paper write the answer YES, NO, or UNCERTAIN after each question. Number your answers.

Questions:

1. Do you like cats? Answer, YES, NO, or UNCERTAIN.
2. Do you like raw oysters?
3. Do you like classical music?
4. Would you like to live in Europe?
5. Do you like to waltz?
6. Would you like to know what is in this package I am holding? (teacher holds up a large box wrapped in a careless way with newspaper and tied with string).
7. Would you like to know what is in this package? (teacher holds up a small box wrapped in a fancy way).
8. Do you agree that if a person in northern Ontario does not have a job, it is his fault because he is probably lazy?
9. Do you agree that poor people on welfare do not want to work and that they are happy to go on collecting welfare cheques?
10. Do you agree that most poor people spend more money on liquor and beer than middle-income people do?

On a separate piece of paper answer the following questions:

1. Have you ever owned a cat for more than a month? Answer YES or NO.
2. Have you ever eaten ray oysters?
3. Have you ever attended a symphony or listened to a complete recording of one?
4. Have you ever been to Europe?
5. Do you know how to waltz?
6. Do you think there is something valuable in this package?
7. In this package?
8. Do you personally know any unemployed people in northern Ontario?
9. Have you ever asked several people on welfare if they want to get a job?
10. Have you ever read a table of statistics comparing the amounts poor people and middle-income people spend on beer and liquor?

Put both sets of answers side by side. This is how to score

1. You get a zero if the second part of the question was answered NO and the first part was answered either Yes or No.
eg. Do you like cats? Yes (Or No).
Have you ever owned a cat for more than a month? No
2. You get one point if you answered the second part of the question Yes and the first part was answered either Yes or No.
eg. Do you like cats? Yes (Or No).
Have you ever owned a cat for more than a month? Yes
3. You get two points if you answered the second part of the question No and answered the first part Uncertain.
eg. Do you like cats? Uncertain
Have you ever owned a cat for more than a month? No
4. You get three points if you answered the second part of the question Yes and the first part of the question Uncertain.
eg. Do you like cats? Uncertain
Have you ever owned a cat for more than a month? Yes

Each pair of questions is scored in this way, except for the questions regarding the boxes. Regardless of how you answered the first part of these questions, you receive a zero if you answer either Yes or No to the second part and three points if you answered Uncertain.

Now see how open-minded you are:

18-21--very open-minded, honest, willing to study the facts.

17-13--average

11-8 --below average, likely to jump to conclusions, prone to prejudice

7-0 --very prone to prejudice, easily influenced by opinion of others.

At this point it is hoped that the students will want to qualify their answers. This should lead to a discussion of prejudice and stereotyping.

Chapter Two: Native People

Students at the intermediate level are likely to have fairly set perceptions of our native peoples. This will stem from both the media and previous formal education. In fact many students by this age are "Indianed to Death" by the school system. They have studied native culture in elementary school to the extent that instead of being sensitive to the needs and problems of native peoples they are turned off because of over-exposure. Nonetheless it is impossible to analyze Canada's multicultural heritage without some discussion of native peoples.

It was with this in mind that this chapter focused on three main themes: first, the traditional nature of native culture; second, the cultural impact of European culture on their way of life; and third, some of the socio-economic and legal problems of native people today. Certainly this chapter is not a thorough treatise of Canada's native peoples. However, by focusing on these issues it will hopefully broaden the students' perspective of native peoples and thus allow a better understanding of the roots and complexity of our multicultural heritage.

Objectives

The following list of objectives can be feasibly developed within the context of this chapter.

a) Knowledge Objectives

To have students develop an awareness of some or all of the following:

- the purpose, attitudes, and values of the early European explorers
- the circumstances surrounding the tragic extinction of the Beothuks
- the characteristics of traditional society
- the characteristics of modern society
- the differences between the nuclear and extended family
- the importance of religion in traditional society
- the differences between ascription as a value system of traditional society and achievement as a value system of modern society
- the differences between a subsistence economy and a surplus economy
- the openness with which the native people initially inter-acted with the European explorers
- the immediate impact and changes that the fur trade made on the economic and social life of the native peoples
- the long range costs to native society of the cultural contact with modern life
- the dramatically different value system of some native people as seen in the potlatch of the Kwakiutl
- the significance of Louis Riel as a symbolic figure to the Metis community
- the conditions in which many native people live today
- the basis of aboriginal rights and the Canadian federal government's available means to "extinguish" these rights

b) Affective Objectives

To have the students develop an appreciation of or sensitivity to all or some of the following:

- the value system inherent in traditional society
- the potential destructive impact that one culture can have upon another
- respect for a culture in spite of its differences to one's own culture
- the socio-economic plight of Canada's urban native people
- the resulting loss of native identity in the face of urban pressures
- the struggles faced by native people in attempting to defend their aboriginal rights

Glossary of Terms

Aboriginal Rights: The legal claim native people have on the land they and their ancestors have used and used "extensively". (Page 65)

Modern Society: For our purposes, modern society will be defined as a society which believes in the importance of private property, and the right to make a profit in business (free enterprise). It values the acquisition of material possessions, progress and wealth.

Traditional Society: For our purposes, it will be defined as a society in which status is not determined by personal wealth but ascribed by such factors as sex, age, and family background. In addition, loyalty to one's extended family, adherence to religion as a way of life, reverence for nature and involvement in a subsistence economy are all characteristics of a traditional society.

Questions

1. Do you think the word "discover" is an appropriate term to describe the Europeans arrival on the North American continent? Why or why not?
2. Why were Europeans interested in North America?
3. What is your reaction to the tragedy of the Beothuks? How does this compare to the "western" movies that you have seen on television?
4. What were the attitudes and values of the early European explorers?
5. What are the main characteristics of the extended family?
6. What are the main characteristics of the nuclear family?
7. Why do you think religion was so important to traditional society?
8. Compare the value system of "achievement" to that of "ascription"? What are the merits and weaknesses of each?
9. What is the major theme of Tecumseh's speech? What does the speech tell you about him as a person? What native values do you see in this speech?
10. How do you react to the statement; "however, the idea that I might own a factory or an insurance company for my own private profit and that you might work for me without earning an equal share of the profits would not occur to most traditional people"? Explain.
11. Are you surprised by the readiness of the natives to trade with Jacques Cartier and his crew? Why or why not?

12. What was the immediate impact of the European trading economy on the native people? How does the long range impact of the fur trade on the traditional native society compare to the influences of automation on today's society? Explain.
13. Can modern Canadian society learn anything from the native peoples' reverence for nature? Explain.
14. Why would Louis Riel be such an important symbolic figure to the Metis?
15. What conclusions do you draw from the statistics of native peoples today on page 63? Explain.
16. What are the major problems faced by native people who choose to leave the reservations for the cities?
17. If you were an Indian leader today how would you combat the urban native peoples' tendency to "deny their identity".
18. What conclusions might you draw about Canadian society in light of urban native peoples' practice of denying their identity?
19. Does the Canadian federal government's right to "extinguish" aboriginal rights through treaty or legislation seem fair? Why or why not?
20. Does the decision by the courts in the Calder case seem just? Why or why not?

Suggested Strategies

a) Introducing the Chapter or Unit

The very eloquent but sensitive speech of Chief Dan George on page 37 allows for an excellent introduction of this chapter or unit. It is suggested that the teacher or a student read aloud the speech to the total class before they read it for themselves. The discussion could then lead off with a simple request for student reaction. After the students have been given an opportunity to react in a very informal manner they then could be asked to read it themselves. The subsequent discussion might develop around the following:

- What is the mood of his address?
- What evidence is there of this?
- What characteristics of his society and value system are revealed?
- What is his reaction to the new culture? Why?

All of these issues or themes are picked up and developed throughout the chapter. This speech provides the vehicle with which to begin addressing them.

b) Comparison of Traditional and Modern Societies

Some of the concepts of traditional and modern societies may initially pose some difficulty for the students. In order to provide a method of developing a comparison of the two and to avoid copious note-making the accompanying chart is suggested. The amount of detail students record will differ for each section depending on the way the individual teacher wishes to develop the concepts.

COMPARISON OF TRADITIONAL versus MODERN SOCIETY

<u>Area of Comparison</u>	<u>Traditional Society</u>	<u>Modern Society</u>
Family Structure		
Religion		
Value System (Ascription versus Achievement)		
Communication		
Economics		

Chapter Three: The British

To provide a perspective of the political, social, economic and cultural depth of the British heritage in Canada would take volumes. This chapter simply attempts to focus on certain key aspects of the political and socio-economic factors which have given rise to the British influence in Canada. In addition the text addresses the unique aspects of the English, Scottish and Irish cultures which come under the umbrella of the term "British".

Nonetheless some teachers may wish to have their students address such issues as industrialism, expansion of trade and empire, and the growth of British democracy, in greater depth. The support materials contained in this section are designed to provide the necessary framework for the students to develop such a perspective.

Objectives

The following list of objectives can be feasibly developed within the context of this chapter.

a) Knowledge Objectives

To have students become aware of some or all of the following:

- the term British covers four major cultural groups; the English, the Scottish, the Irish and the Welsh.
- the impact that British institutions have had on Canadian history, legal process, and system of government
- the percentage decline within the total population of those of British heritage
- the social, economic, and political framework of feudalism
- the social, economic and political transition associated with the decline of feudalism
- the social, economic and political order of the new manufacturing society which arose with the industrial revolution
- the impact of the industrial revolution on the immigration patterns to Canada
- the reasons behind the Loyalist migrations and their major influences on Canadian political, social, and economic institutions
- the role that political principles and rights of British heritage played in the events of the Rebellions of 1837. (Caution: Should not be taken out of the context of the socio-economic factors leading to the Rebellions.)
- the concepts of imperialism and Empire as they influenced English-Canadian thinking and political action in the late nineteenth and early twentieth centuries
- the unique elements of the Scottish culture
- the political as well as violent struggles over Scottish union with England
- the socio-economic factors in Scotland leading to migration to Canada
- the unique elements of the Irish culture
- the prolonged and bitter struggle for Irish independence
- the socio-economic factors in Ireland leading to migration to Canada

- the problems of settlement and prejudice faced by the early Irish immigrants

b) Affective Objectives

To have students develop an appreciation of or sensitivity to some or all of the following:

- the depth and richness of the influence of the British political heritage on the Canadian legal and political institutions
- the major historical and contemporary contributions to Canada's social, cultural, economic, and political development by people of British origin
- The unique differences within the cultural group referred to as "British"
- the depth of allegiance felt by many Canadians to Britain and the monarchy

Questions

1. What does King James I give as his justification for having Divine Rights as a King?
2. Why would people of the feudal period accept such a view of government and even life itself?
3. Why might it be said that the feudal system was more than a method of land distribution? Explain.
4. What were the factors which gave rise to the surplus labour for the new industrial society?
5. Identify the four principal characteristics of the new manufacturing society.
6. Define the "protestant work ethic". Why would such a concept be so important to the development of the new manufacturing society?
7. Do you think that the "protestant work ethic" is an important part of the value system in our society today? Explain.
8. Explain why religion underwent change with the emergence of the industrial revolution.
9. Why would the set of new political ideas known as liberalism be so important in the development of industrialism?
10. Why did land become less and less important as the source of wealth and prosperity in the period of industrialization?
11. Why might it be said that the life of the urban labourer was even more cruel than the confined life of drudgery of the feudal serf?
12. Why did both the trade and agricultural union face such strong and bitter opposition from the factory owners and government?
13. Why was emigration considered the solution by both rich and poor alike?
14. "The term 'Loyalist' is a somewhat misleading term". Do you agree or disagree with this statement? Explain.
15. Why might it be said that the Loyalists very quickly changed the face of government in British North America?
16. Why was the control of vast amounts of land by a small group, the Family Compact, viewed with such great alarm?
17. Why would someone like Mackenzie who believed in British traditions, laws, rights, and democratic principles find control by the Family Compact so repulsive?

18. What do the excerpts from the writings of Thomas Carr and Anne Langton reveal about the attitudes and values of some of the colonists?
19. Why might the English view the Scots as "little more than Barbarians"?
20. "The impact of the Industrial Revolution on the people of the Scottish Highlands was cruel and degrading". Do you agree or disagree? Explain.
21. Why would the value system of industrialism and urban life be so difficult for the Irish?
22. Why did the Irish immigrants experience such a high degree of prejudice when they arrived in Canada? Are you surprised by this? Explain.
23. Define the term imperialism. What was the concept of British imperialism? Why did the concept of a great British Empire have such an appeal to English Canadians?
24. Why did many Canadians see imperialism as a protection against Americanization?

Suggested Strategies

a) Feudalism

As a means of helping students to better understand the feudal system, the accompanying chart could be used either as a handout or for an overhead transparency.

b) The Industrial Revolution

The accompanying chart is provided in order to help students keep the developments of the Industrial Revolution in perspective. Too often, because of the term "revolution", students see the Industrial Revolution as a very sudden event. It is important that they understand the gradual beginnings of industrialism and the momentum that later developed. By examining such factors as improved transportation and communication, growth of capital, expansion of trade and primary inventions in relation to the decline of feudalism and the growth of towns, the students will have better understanding of the "revolution" as a series of developments.

To enable the students to understand the significance of such organizations as the Luddites, the trade unions, the agricultural unions, and the Chartist movement, it is important that they grasp the social ills that accompanied industrialism. The use of source materials such as this chart can be used effectively along with the materials in the text to accomplish this.

CHRONOLOGY OF SOCIO-ECONOMIC DEVELOPMENT IN ENGLAND

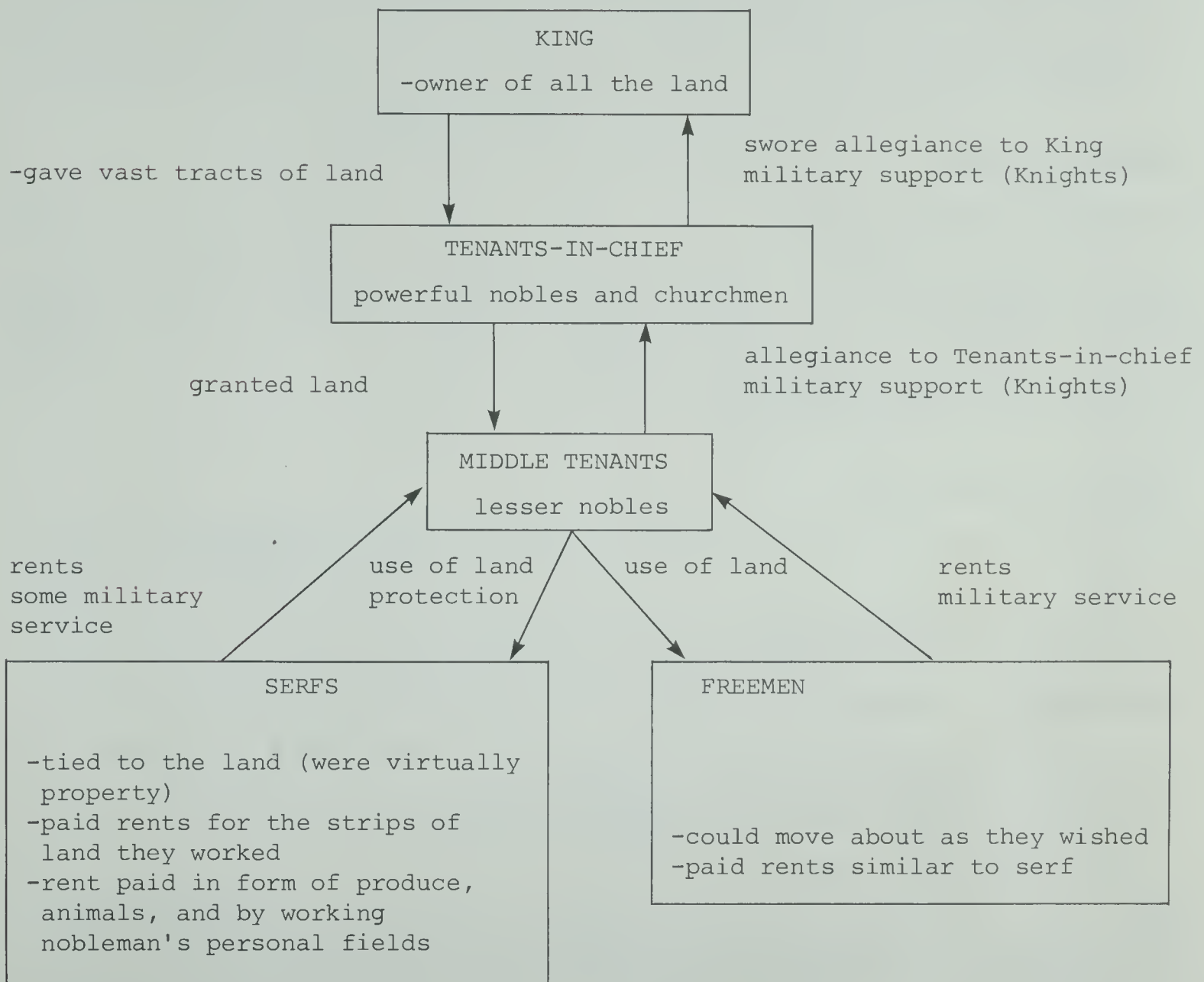
LEADING TO THE INDUSTRIAL REVOLUTION

1066	1300	1500	1570	1600	1700	1800	1900
Feudal System Established	Decline of serfdom Growth of towns	Enclosure system Established	Expansion of Trade, Growth of Middle Class	Beginnings of Indust- rial Revolution	Working Class Unrest and Social Reform		

Feudal System

- system of social, economic and political organization based on land distribution.

ORGANIZATION OF FEUDAL SYSTEM



Terms of Feudal England

Baliff: Person who acted as manager of the noble's estate

Reeve: Person elected by the tenants to keep a record of the duties performed by the serfs and freemen

Shire-reeve or Sheriff: King's officer in each county

How do these titles and positions compare to similar titles and responsibilities in our municipal organization of today?

Decline of Serfdom and the Growth of Towns

- early 1100's, cash payments began to replace service for rent.
- 1348 Black Death devastated population
- result was shortage of peasants to work the land
- 1351 Statute of Labourers

- 1381 Peasant Revolt
- towns began to grow in size
- guilds emerged as a social and economic organization
- education grew among noble class
- Claxton's Printing Press--improved communication and spread of English language and nationalism.

Enclosure System

- tenants forced off lands
- creates social distress

Expansion of Trade

- trade with Russia, Middle East, and Asia
- trading companies established
- search for North-west passage

Growth of Middle Class

- new class emerges; (neither nobles or yeomen) lawyers, merchants, new land owners
- boom period
- economically powerful group

Beginnings of Industrial Revolution

- improved farming techniques (1730's)
- improved transportation (1750's & 1760's)
- improved techniques in textile industry (1760's)
- available capital
- 1815 - Beginning of Steam Age

N.B. - Term "Industrial Revolution" is somewhat misleading. It was not one major development which developed suddenly. It began slowly with changes in land system and picked up speed over approximately one century.

Working Class Unrest and Social Reform

- ills of industrialism: hours, working conditions, living conditions, child labour, disease, etc.
- The Factory Act 1833
- Robert Owen - Trade Union - Grand National
- Tolpuddle Martyrs
- The Poor Laws
- Chartist Movement
- Mines and Factory Acts

c) Political Developments Leading to Democracy in Britain

As noted earlier, to truly understand the British influence in Canada, one would have to be aware of the total scope of British political history leading

to democratic parliamentary government. However, it is sufficient here to highlight certain key developments. The accompanying flow chart is provided to assist the student in identifying the major developments.

CHRONOLOGY OF POLITICAL DEVELOPMENTS
LEADING TO BRITISH DEMOCRACY

1066	1150	1215	1300	1400	1450	1500	1600	1700	1800	1900
Feudal System Established	Common Law	Magna Carta	Development of parliament	Growth of Parliament	Royal Power re-established	Working together	Stuart struggle and Demise		Growth of Cabinet Government	Growth of Individual Freedoms Growth of Modern Democratic System

Feudal System Established

- established by William the Conqueror after Norman Conquest
- The Great Council, made up of barons met three times a year or when called by King (purpose was to advise king when he requested it).

Establishment of Common Law (1154-1189)

- Henry II established key concepts of common law during his reign.

Magna Carta (1215)

- King John had been abusing his royal powers and overtaxing the country
- Barons refused to pay any further taxes and some wanted to openly revolt. However, moderates carried the day
- through negotiation Barons forced King to sign Magna Carta
- both parties--barons and King--agreed to uphold feudal responsibilities and not abuse powers

Development of "Parliament"

- due to Henry III's extravagance and lack of leadership, the barons became disenchanted
- Great Councils were being referred to as Parliaments
- in 1258 King was forced to agree to Provisions of Oxford and to accept a committee of Barons to help govern the country
- Barons agreed to help him out of his financial difficulties
- Edward I in an effort to govern effectively, keep support of barons, and to be able to tax to meet his financial needs, kept the Provisions.

Growth of Power of Parliament

- because of Hundred Years War (1337-1453) Kings had to repeatedly go to Parliament for money.
- as a result Parliament's power increased significantly.

Royal Power Re-established

- from 1455-1485 England experienced a series of civil wars over who would rule England.
- war ended with victory of Henry VII at Battle of Bosworth.
- he established a strong monarchy.
- through shrewd financial management he didn't need to go to Parliament very often for money.
- he emphasized his personal power.
- Parliament's importance and power declined considerably.

Working Together

- Henry VIII in breaking religious ties with the Pope and establishing himself as head of the church actively solicited Parliament's support.
- throughout the struggle Parliament was becoming more like a partner in government with the King.
- from 1547-1558 England went through a period of religious controversy and bitter strife.
- Elizabeth I restored religious stability after initial challenges to her throne.
- Elizabeth was a strong and able monarch as well as an able politician.
- she knew Parliament had become a fact of life but she very skillfully controlled it.

The Stuart Struggle and Demise

- James I and his son Charles I did not understand the political forces at work in England.
- they were not wealthy monarchs and as such had to constantly go to Parliament for money.
- Parliament was miserly in granting money and critical of James' foreign policy and his son's pending marriage to a Roman Catholic princess.
- this brought about a bitter struggle between the King and Parliament.
- James repeatedly dismissed Parliament and tried to obtain money through loans rather than going to Parliament.
- Charles I had little better success with Parliament.
- King was finally forced to sign Petition of Right (1628) drafted by Parliament.
- no taxation without consent of Parliament
- no man could be imprisoned without lawful reason being given.
- martial law and the billeting of troops in private homes was made illegal.
- this however did not limit Parliament's new demands and the bitter struggle continued.
- King tried to rule without consulting Parliament.

- this was a period of heavy taxation and tight religious control.
- religious controversy brought about war with Scotland.
- Parliament was called to request money for war with Scots.
- Parliament would not grant money without first having King hear their complaints, criticisms and expectations.
- Charles refused and dismissed Parliament (Short Parliament).
- within six months Parliament called again (Long Parliament).
- victory for Parliament.
- Parliament to be called at least every three years.
- had to sit a minimum of fifty days.
- all taxes could only be levied with consent of Parliament.
- "speical" courts for raising money were abolished.
- two of King's key advisors were arrested and executed.
- Parliament had now become a partner with the Monarch in governing the country.
- many radicals in Parliament wanted to further their demands and some advocated abolition of the monarchy. This led to a bitter split in Parliament and to total civil war.
- it was not so much a war of King and Parliament as it was between the two elements within Parliament.
- the Cavaliers who claimed to fight on behalf of the King were defeated by Roundheads who claimed to be fighting for Parliament.
- Charles was tried and executed for treason.
- the next eleven years were dominated by Oliver Cromwell who had been the military leader of the Roundheads (New Model Army).
- the efforts at rule without monarch did not prove successful and by early 1660 negotiations began for the return of Prince Charles Stuart (son of Charles I)
- Charles II returned to England in 1660 to a monarchy very different than the one his father inherited.
- Parliament moved quickly to place restrictions on the Power of the monarch.
- again questions of finance and religion brought the King and Parliament into conflict.
- the struggle intensified until the death of Charles 1685.
- James II, his successor, was forced to flee in exile within three years after his struggles with Parliament over his wishes for the restoration of Roman Catholocism.

Growth of Cabinet Government

- political parties did not exist as we know them today.
- Parliament was made up of a complex group of individuals and small groupings.
- the largest group "the Court Party" or "King's men" became the most important.
- the King picked various leaders to form a government.
- they were supported by Parliament.
- through political patronage and influence they would gain sufficient supporters to have a majority in Parliament.
- the person who best understood this system was Sir Robert Walpole who through his political skills rose to be the most powerful political figure (twenty-two years in power)
- He is said to be the founder of the "Cabinet System" of government.

Growth of Personal Freedoms

- John Wilkes led a surge for personal freedom in England
- common people's thinking was becoming more democratic
- Wilkes' personal crusade to get elected to Parliament greatly furthered the cause for freedom of speech, freedom of the press and the right to live free of arbitrary arrest.

Growth of the Modern Democratic System

- William Pitt through his leadership in Parliament during the Seven Years War furthered the concepts of the cabinet system of government (1757-1761)
- however, it was his son William Pitt. "the younger" who introduced the concept of the Prime Minister as leader of his cabinet (1783-1806)
- by the mid 1820's working class discontent was rising and the workers were becoming more organized
- a further problem was the unfair distribution of seats in the House of Commons
- also the franchise was limited to property holders and many in the new middle class could not vote
- this resulted in a series of reform Acts which reformed Parliament, representation, and the franchise.
- secret ballot - 1872.

d) Editorials

It is often useful to begin a unit by determining the students' attitudes toward specific issues which are to be addressed. This serves two purposes. First, it provides the teacher with an assessment of the affective objectives needed. Second, it frequently provides the teacher with an opportunity to challenge the students as to whether their conclusions or statements are based on substantiated data, stereotyping, personal prejudice, or "hearsay" evidence.

The Issue of the Monarchy

Context: In the August of 1978 Prime Minister Trudeau announced a plan for constitutional reform which would involve a dramatic change in the position of the Queen as Canada's head of state. The proposal would call for an even further reduction of the role of the monarch as head of state. This has resulted in many divergent opinions. Supporters of the monarchy generally view this as an erosion of an important part of our British heritage. Others strongly argue that this is a positive step in the development of Canadian unity and identity. The following represent many of the attitudes and sentiments expressed in the large number of letters to the editors submitted to various newspapers across the country. The students should be given these to read and discuss.

IT'S ABOUT TIME FOR A CHANGE

There is no question that the Head of State in Canada should be a Canadian. Those who want to hang on to the monarchy are living in the past and in many

cases are snobs who think that having a aristocratic institution such as the monarchy is a worthwhile situation. There is no place in a democracy for the monarchy.

MINORITY OF CANADIANS FAVOUR MONARCHY

The proposals to have a Canadian head of state and limited participation by the Queen in Canadian affairs is certainly a step in the right direction. Clearly at a time when we are struggling to maintain Canadian unity there is no place for an institution, the monarchy, which suggests that our British heritage is more important than the other elements making up our total Canadian heritage. Certainly those supporting the maintenance of the ties and functions of the monarchy are in a minority.

MAINTAIN THE MONARCHY

It is with a great deal of concern and sadness that I view the efforts of Prime Minister Trudeau to reduce the relationship to the monarchy to a mere thread. Such a move is a disservice to all Canadians.

The argument that the monarchy is divisive is sheer hogwash. Monarchs have served Canadians well. Each has given Canadians someone with dignity to respect and even love. Queen Elizabeth II as Queen of Canada demonstrates the need to have someone who is above the pettiness and power struggles of the everyday world of politics. The reception afforded her in her recent visits again demonstrates the value of having a monarch.

A PART OF OUR HERITAGE

It's very important that we recognize the origins and contributions of the various cultural groups within our pluralistic society. The government's policy of biculturalism within a bicultural framework is a realistic and positive approach to recognizing the founding cultures while at the same time recognizing our forms of cultural uniqueness. However, having said all of this, it must be said that many of us find the recent anti-monarchy sentiments galling to say the least. We of British origin are proud of our heritage and are equally proud of our Queen of Canada. Our legal and political institutions and democratic principles stem from our British heritage and this is something of which Canadians of all origins can be proud. In the same way that official efforts are being made to preserve the French-Canadian culture and recognize the contributions of other cultural groups, it is about time that an effort was made to re-emphasize our British heritage.

The monarchy is an important part of our heritage. In a day and age when we are struggling to find some form of identity the monarchy serves a very useful purpose. Enough of this tripe of reducing the monarch's role as Canada's head of state. Long live the Queen!

e) Henry II and the Common Law

Henry II legitimately deserves to be considered the father of "Common Law". Many of the concepts and principles of our present legal system find their roots in the reign of Henry II. Either through a brief lecture with handouts or student report(s) a brief analysis could be given of Henry's

legal system. It is not necessary that great detail be provided. An overview for students to appreciate this aspect of our British heritage is all that is required. The following key matters could act as points of focus:

- the Assize of Clarendon
- the Writ of Right
- Trial by Jury
- the concept of common law

Chapter Four: The French-Canadian Heritage

Since it was one of the founding cultures, it is important that the students have a meaningful understanding of the French-Canadian heritage. This chapter attempts to portray the origins and depth of French-Canadian culture as well as the efforts of French Canada to maintain its cultural identity. This of course involves an understanding on the part of the students of French-English relations particularly in the post-Confederation period.

Because of the uncertain nature of French-English relations and their importance to Canadian unity, it is desirable for students to become sensitive to the French-Canadian point of view. For this reason, the materials have been presented in such a way as to reflect the thinking and feelings of French Canadians with regard to the various issues discussed.

Objectives

The following objectives can be feasibly developed within the context of this chapter.

a) Knowledge Objectives

To have students become aware of some or all of the following:

- the significance of the past to French-Canadian heritage (in particular the glorious age before the conquest).
- the initial French voyages which were to influence the development of New France
- the contributions of the French explorers to the opening up of the North American continent.
- the life of New France prior to the conquest: day to day government, the purpose and operation of the seigneurial system, the degree of paternalism, the role of the missionaries, the influence of the church on government and the people, the life of habitants, town life, and the life of the coureur de bois.
- the importance and implications of the conquest
- the policies and attitudes of the British government toward French Canadians from 1763 to Confederation
- the attitudes of English Canadians during this period
- the attitudes and reactions of the French Canadians to the British government and English Canadians during this period.
- the attitudes of French Canada toward Confederation and their expectations of it
- the significance of the Northwest Rebellions and Louis Riel as an early test of the spirit and flexibility of Confederation
- the significance of the Manitoba School issue as it related to the future of the Canadian nation in terms of language and cultural rights within the provinces
- the impact of the age of imperialism on French-English relations in Canada
- the nature of Quebec society at the turn of the twentieth century
- the impact of industrial development on such aspects of Quebec

society as the family, the church, rural small business, labour union, and the growth of big business

- the attitudes and actions of successive Quebec governments toward industrialization, labour, business, the federal government and the preservation of the French-Canadian heritage.
- the personal domination of Maurice Duplessis in Quebec political, social, economic, and cultural life
- the importance of the Quiet Revolution
- the growth and importance of the "Not So Quiet Revolution"
- the growth and significance of the new institution, "the federal-provincial conference"
- the significance of the language rights struggle in Quebec
- the commitment of the Parti Québécois to an independent Quebec
- the strategies of the Parti Québécois toward this goal
- the subsequent attitudes and reaction of Quebec
- the problems and concerns of French Canadians living outside Quebec

b) Affective Objectives

To have students develop a sensitivity to or appreciation of some or all of the following:

- why the preservation of their cultural heritage is so important to French Canada
- the depth and richness of the French-Canadian cultural heritage (history, language, music, art, folklore etc.)
- how at times in our history certain issues have created a gulf between French and English Canadians and in turn influenced the present-day relationship
- that minority rights are equally as important as individual rights in a democracy
- the depth of the problems facing our political leaders in finding solutions to the different needs and interests of English and French Canada
- the problems of French Canadians outside the province of Quebec

Glossary of Terms

Seigneurial System: A system of land tenure in New France which was similar but not identical to the feudal system of Europe. The seigneur divided the land (that he had received from the Crown) among the habitants. The habitants in return were required to pay yearly rents and services.

Paternalism: The policy of governing people in a fatherly manner in which their needs are provided for without granting them any responsibility.

Theocracy: A society which is ruled by priests.

The conquest: The capture of New France by the British forces in 1759.

Conscription: Compulsory military service (a draft)

Patronage: The process or power whereby government grants contracts and positions.

Questions

1. Why are the phrases "Je me souviens" and "Notre Maître, le passé" so important to French Canadians?
2. "The French exploration of the North American continent is something of which all Canadians can be proud." Would you agree with this statement? Why or why not?
3. What two or three words would you use to describe the day to day government of New France? Explain why you would choose those terms.
4. How does the seigneurial system of New France compare to the feudal system that you studied in the previous chapter in terms of land distribution, economic and social obligations, and individual freedoms?
5. Considering the needs of the new colony, was a somewhat paternalistic society such a bad thing? Explain your answer.
6. The text concludes that New France was not a theocracy. Would you agree with this conclusion? Why or why not?
7. Why is the conquest so important in terms of the survival of the French-Canadian culture?
8. What was the British attitude and purpose of each of the following: the Royal Proclamation, the Quebec Act, and the Constitutional Act? If you were a French Canadian at that time, how would you feel about each of these acts?
9. Identify the key problems in Lower Canada which led to the Rebellions of 1837. Do you think that Lord Durham's assessment of the problems were accurate? Why or why not?
10. If you were a French Canadian in 1838-39, how would you feel about Lord Durham? Explain.
11. What were George E. Cartier's expectations of Confederation?
12. Why did Louis Riel become such an important symbolic figure for French Canadians?
13. How would you have felt as a French Canadian in 1885 when Louis Riel was hanged? Explain.
14. Do you think that the French-Canadian language, religious, and educational rights outlined in the Manitoba Act were dealt with fairly by the courts? Why or why not?
15. Do you think that the majority in a democracy should have the right to alter guarantees previously granted to a minority? Explain.
16. Was Laurier's solution to the Manitoba School Issue a fair and just compromise? Why or why not?
17. Do you think Henri Bourassa was justified in resigning from the Cabinet over Laurier's handling of the Boer War issue? Why or why not?
18. Would you agree that Laurier's compromise over the Naval Service Bill was a good compromise for the country? Why or why not?
19. Would you consider the Wartime Elections Act to be a legitimate piece of legislation in a democratic society? Why or why not?
20. Why was conscription in World Wars I and II such a bitter issue between English and French Canada?
21. What was the impact of twentieth century industrialization on Quebec society (economy, church, family)?
22. Explain why Maurice Duplessis was able to maintain his political power for such a long time.

23. Is it accurate to say that Duplessis was not a good leader of his province? Why or why not?
24. The term "the Quiet Revolution" appears to be a paradoxical one. Explain why it is such an accurate term.
25. Why was the concept "Maitre Chez Nous" such an important one in the 1960's?

Suggested Strategies

a) Editorials

Using the following editorials, determine the students' attitudes towards French Canadians. An effort should be made to help the students understand the bases of their arguments.

Context: In May 1978 Ruth Ann Wallace sang a bilingual version of "O Canada" at a Toronto Blue Jay's baseball game. Throughout the French portion of the national anthem several thousand fans booed.

The following represent attitudes expressed in editorials on both sides of the issue.

WHO NEEDS IT?

We don't need or want a bilingual version of the national anthem at any function in Ontario.

Ruth Ann Wallace's bilingual version of "O Canada" is just one more example of French being pushed down our throats.

We've had enough of King Pierre's efforts in this folly known as bilingualism.

LET'S HEAR IT FOR THE "BOO BIRDS"

Let's hear it for the thousands who booed Miss Wallace's bilingual version of the national anthem. If she wants to sing it in both languages she should go to Montreal and challenge Roger Doucet to a "sing-off".

I WOULD HAVE BOOED TOO!

If I'd been at the Blue Jays game I would have booed the singing of French as well.

National unity is very important but this kind of action simply causes further antagonism. Those who booed represent many in English Canada who are tired of efforts to placate the French minority in this country.

APPALLING DISPLAY

It is absolutely appalling that people would boo our national anthem. Is French not an official language of this country? Certainly French Canadians should not be made to feel like "second class" citizens..

ASHAMED BY SHABBY DISPLAY

How would a French Canadian citizen have felt at the Yankee--Blue Jays game when they heard their national anthem being booed. Yes "their" national anthem. After all it is as much their national anthem as it is English Canada's and besides our laws clearly recognize French as an official language. I would suggest he or she would have felt angry, hurt, humiliated and resentful.

I am ashamed that such a shabby display should be associated with the city of Toronto.

ONE MORE PUSH TO SEPARATISM

The boors who booed Ruth Ann Wallace's bilingual version of "O Canada" pushed French Canada one step closer to separatism. English Canada keeps asking "what do the frogs want anyway?" What they want now is the same as what they wanted and thought they had achieved in Confederation; recognition of and respect for their language and culture. Displays such as this at the ball park simply further convince even the moderates that there is no place for them in Canada.

We pride ourselves as a democratic and tolerant people. Certainly this kind of attitude reflects instead a high degree of intolerance and even racial bigotry.

Instead of denying and degrading an important part of our cultural heritage may we begin to better appreciate French-Canada as an important part of our cultural identity.

b) Introducing "The Significance of the Past"

This is a very crucial concept for students to grasp, if they are to really understand French-Canadian nationalism both past and present. One possible method of initiating this would be to start off by asking whether anyone has recently seen a Quebec automobile licence plate. If someone has the teacher could then ask whether they remember what the slogan was? "Je me souviens" ("I remember"). A discussion could then develop around such questions as; What is it they are remembering? Why would this be used on a licence plate? What does that tell you about the attitudes of the provincial government? From this discussion the students could then move into the analysis provided in the text on the "Significance of the past".

c) French Exploration of the Continent

Students should be made aware of the importance attached to this period by French Canadians, in order to appreciate fully French-Canadian folklore which stresses the courage, adventure and contributions of these early explorers. Unfortunately, most teachers will not have time to develop fully a unit on French exploration. Therefore, it is recommended that some time be spent considering the map on page 113 of the text and the contributions that it represents.

d) The following are possible topics for debate:

1. Lord Durham: Great Statesman or Racial Bigot?
2. Louis Riel: Rebel or Patriot?

3. The hanging of Louis Riel was not justice, merely practical politics.
4. The Manitoba School Issue shows the concept of tyranny of the majority in a democracy to be true.
5. Laurier's compromises of 1896-1910 were political "sell-outs" of his people.
6. The decisions to proceed with conscription further demonstrated English Canada's use of its majority to force its own view.
7. Laurier's "middle way" compromises prove him to be a great statesman and great Canadian.
8. Maurice Duplessis: a man too much maligned.
9. If George E. Cartier were alive today he would feel that his belief in Confederation had been betrayed.

Some of these issues may be initially difficult for the students to comprehend fully. Therefore, it may be necessary to help each debating team establish the respective sides of the issue and then assist them in developing a framework within which to develop their arguments.

e) Role Playing

One of the over-all objectives of this unit is to help students to better understand the thinking and feeling of French Canadians. For this reason students should be repeatedly asked throughout the unit "How would you feel as a French Canadian living at that time?" The issues for which this question would be useful include the conquest, the Royal Proclamation, the Quebec Act, the Constitutional Act, the Union Bill of 1822, Lord Durham's view of the French Canadian culture, the hanging of Louis Riel, Laurier's compromises, the conscription issue, and the subordinate role of French Canadians in the industrialization of Quebec.

A more formal role-playing situation would be a useful summary of events to 1945 and serve as an introduction to the study of the Quiet Revolution. A panel of three to four students with a moderator could be set up in a television studio format. The panelists would be asked to role-play a group of French-Canadian history students being interviewed on their views of French Canada's position in Canadian history. The students would be required to research some additional material for the panel discussion. The following would be useful resources:

1. Morchain, Janet Kerr, Search for a Nation: French-English Relations in Canada Since 1759, Toronto: Dent, 1967
2. Wade, Mason. The French Canadians, Toronto: MacMillan, Vol. 1 (1975 and Vol. 2 (1967)
3. Bergeron, Leandre, The History of Quebec: A Patriote's Handbook, Toronto: NC Press, 1975

However they would have to be used by above-average students at the intermediate level. The moderator would likely need some assistance in developing the kinds of questions to be used.

At the conclusion the remainder of the class could discuss the views presented as well as any additional issues which they perceive.

Chapter Five: Our Multicultural Heritage

As of October 1971, the Canadian government became committed to a policy of multiculturalism within a bilingual framework. This means that although there are two official languages in Canada there is no one single culture. Nevertheless, there are many people, students included, who argue that there should be only one culture in this country. Their argument suggests that part of Canada's problem of unity comes from the culturally diverse nature of Canadian society.

The purpose of this chapter is not to consider what kind of society we want. This issue is addressed in the next chapter. This chapter simply attempts to help students to become more aware of and sensitive to the rich heritage of some of the cultural groups in this country, the significant contributions they have made individually and collectively, as well as the difficulties they have encountered in Canada. The analysis of each group is by no means a thorough sociological critique. Rather an effort is made to focus on elements in each group's heritage, present milieu and contributions which will be most effective in raising the students' awareness and appreciation level.

Objectives

Some or all of these objectives may be developed within the context of this chapter.

a) Knowledge Objectives

To have students become aware of some or all of the following:

- a conceptual understanding of the term "multiculturalism"
- the multicultural nature of Canadian society
- the following for each of the cultural groups to be studied
 - the key elements of their rich cultural heritage
 - the reasons they migrated to Canada from their own country (both past and present)
 - the circumstances under which they arrived
 - the stages of their migration
 - the patterns of settlement
 - the struggles they experienced in their new environment
 - the reaction they received from other Canadians
 - their historical contributions to Canadian society
 - the important key public figures past and present represented in each group
 - their present contribution to Canadian society

b) Affective Objectives

To have students become sensitive to or appreciate some or all of the following:

- the benefits various cultural groups bring in a multicultural Canadian society
- the richness and depth of various groups' cultural heritages
- the need for tolerance in the development of a multicultural Canadian society

- the degree to which people in a variety of cultural groups have made significant contributions to Canadian society

Questions

1. Compare the charts on page 27 and the bottom of page 168. How do you explain the dramatic differences in the section "other" on page 168 and the various cultural groups shown on page 27?
2. Do we have many legendary heroes in Canada? Name people you consider to be legendary figures and give your reasons for choosing them.
 - a) The Germans
 1. Do you think that world events such as World War I and II influence Canadian attitudes toward people of German-Canadian heritage? Why?
 2. Why might it be said that the associations of J. G. Stroh and Sam Ely with the Indians serve as an example to all of us?
 3. What would come to your mind if you were asked to characterize examples of German-Canadian culture? Explain.
 4. How does this compare to the contributions of people of German origin as outlined in this chapter?
 5. What conclusions can you draw from the chart on page 181? Explain.
 6. Having read the contributions of many historical and contemporary German Canadian people, do you think that it is fair that many Canadians appear to judge German-Canadians from the perspective of historical world events? Why or why not?
 7. Do you consider any of the German-Canadians worthy of legendary status in Canadian history? Why or why not.
 - b) The Ukrainians
 1. How did conditions in the Ukraine initially contribute to the first wave of immigration to Canada?
 2. Why was immigration to Canada so attractive to the people of the Ukraine?
 3. What were the factors which made it such a tremendous struggle for Ukrainian immigrants to establish themselves in Canada?
 4. Explain the reaction that you have to the speech of J.C. MacGregor found on pages 188 and 189.
 5. Canadians pride themselves on their openness and lack of prejudice. How do you react to the discussion on pages 190 and 191?
 6. What do the occasions of Rizdvo, Malanka, and Velykden tell you about the Ukrainian heritage?
 7. What does the chart, "Occupational Groups, 1971", on page 199 tell you about people of Ukrainian-Canadian heritage? Compare this to the similar chart for the Germans on page 181.
 8. Do you consider any Ukrainian-Canadians worthy of legendary status in Canadian history? Why or why not?
 - c) The Italians
 1. What are the many factors which made the Italian immigrant's life of transition into Canadian society extremely difficult?

2. Why have "Little Italies" sprung up in the major centres where Italian immigrants have settled?
3. What conclusions can you draw about the nature of the Italian-Canadian community from the development of various social service agencies?
4. According to Gerald Utting what are the costs of integration for the Italian community in the city of Toronto?
5. How have the community and various organizations attempted to deal with this?
6. How does the kinship of the Italian family, particularly the immigrant family, compare to the modern North American concept of family?
7. Why was the local parish so important to the Italian immigrant families who settled in Montreal?
8. What conclusions can be drawn from the data in the charts on page 211? Be as specific as possible.
9. Is the proficiency test of Quebec's Bill 22 fair to the children of Italian immigrant families.
10. Why have the skills of Italian workers been so important in the development of this nation?

d) The Japanese

1. What is your reaction to the prejudice and even legal inequality imposed on Japanese immigrants and Japanese-Canadian citizens? Try to explain why you have this particular response.
2. Why do you think that so little is known about the treatment of the Japanese in the late 19th and early 20th centuries?
3. Is it better to expose the developments of the World War II period or leave such shameful incidents in the past? Explain.
4. What might Canadians learn from the poetical forms of haiku?

e) The Chinese

1. Why do you think Canadians and their government have at times demonstrated specific prejudice and harassment toward Orientals?
2. What defence mechanisms have the Chinese developed to deal with the discrimination they have experienced?
3. Why do you think that most major urban centres have a distinct community known as "Chinatown"?
4. Why is it that the Chinatown communities are undergoing change?
5. Why will Chinatowns probably remain in some modified form?
6. What does the chart, "Occupational Groups, 1971", on page 223 tell you about Canadians of Asiatic origins? How does this compare to the other cultural groups?

f) The Jews

1. What has been a major reason for the various waves of Jewish immigration from the late 1800's to the post-World War II period?
2. What does the formation of the various immigrant assistance organizations reveal about the Jewish community?
3. Why would the Jewish community in Canada feel a strong sense of religious and cultural ties with Israel?

4. Why is the Jewish family so important in the religious and cultural traditions of Judaism?
5. Why are each of the Jewish traditional feasts so important in the Judaic tradition?
6. What conclusions can you draw from the chart "Occupational Groups, 1971", on page 232? How does this compare to other cultural groups you have studied?

g) The Blacks

1. Although slavery existed in a relatively limited way in Canada, it did occur. Why is it that so little of this element of our history is known?
2. What specific conclusion can you draw about Canadian attitudes toward Blacks from the article on the life of Harry Gairey? (Be specific)
3. How did Blacks such as Mr. Gairey cope with the discrimination they encountered?
4. What are the purposes of the cultural associations to which many West Indians belong?

h) The Scandinavians

1. Why would people of British origin be very receptive to immigration from the Scandinavian nations when at the same time they were demonstrating distinct discrimination toward other cultural groups?
2. Compare the early immigrant family setting of the Icelanders to your family setting today. Can you explain why the two are so different?
3. Why do Canadians in general owe a great deal of appreciation to the early Swedish settlers?
4. Why would the Norwegians be well adapted to the lifestyle they assumed in Saskatchewan, Alberta, and British Columbia.
5. Why would Canada be in need of the professional expertise and trade skills of the Danes in the early 1950's?
6. Why have the early generations of Finnish immigrants been so effective in the opening of northern Ontario?
7. What conclusions can you draw from the chart "Occupational Groups, 1971", on page 245? How does this compare to other cultural groups you have studied?
8. In general terms why can Canadians of Scandinavia descent be proud of the contributions that their ancestors have made to the development of Canada?

Suggested Strategies

a) Stereotyping

Invariably the students will have certain stereotypes of the cultural groups to be studied in this chapter. It would be useful to have them participate in an exercise which will elicit these stereotypes and give them an opportunity to compare these stereotypes to the information they gather during this unit.

Read the name of each to be studied. Ask each student to write down two

or three characteristics of each. Have the student seal his list in an envelope and collect them. At the conclusion of the unit read the same list of cultural groups asking the student once again to write down two or three characteristics. Then return the student's initial list of characteristics.

b) Background Information

- Divide the class into groups of two or three for each of the cultural groups to be studied, and the regions of Canada.
- Each group would be asked to prepare a brief synopsis for their respective group's country of origin or region in Canada;
 - i) population
 - ii) physiology - land forms }
 - vegetation } map
 - iii) climate - January mean temperature
 - July mean temperature
 - annual mean precipitation level
 - iv) map - major cities
 - v) government structure (brief outline)
 - vi) Major historical developments
 - vii) economics - agriculture
 - resource industries
 - manufacturing industries
 - viii) national costume - illustrations

The students should be given several periods in which to prepare an oral and written report for the rest of the class. The report would be given at the appropriate stage in the unit. The group would be expected to divide the tasks equally in terms of the research, written material, and oral presentation. The students should be encouraged to make use of overhead transparencies for map work and other charts, diagrams, illustrations, etc.

It is recommended that the teacher monitor the research and written material to be presented. Frequently students are not selective enough of the key information and the resulting oral and written presentation is far too voluminous.

This approach serves four important purposes: first, all students will be provided with the necessary framework to analyze each cultural group and the Canadian region in which they settled; second, the students have an opportunity for individual research; third, they have the opportunity to work in a group setting; and finally, they have the experience of making a written and oral presentation.

c) Outside Speakers

A significant dimension can be added to the study by bringing in members from each of the respective cultural groups. In some instances the resources for this can be found in the class itself.

Many teachers have found that members of the cultural groups are very receptive to coming into classrooms to discuss their cultural heritage. In many instances they will bring examples of the national costume, artifacts, etc.

If the teacher does not have any direct contacts it is recommended that a telephone call be made to one of the cultural organization within the community. The kinds of organizations mentioned throughout the chapter can prove to be very useful in this regard.

d) Student Interviews

In some instances, members of the community may not be available to come to the classroom. The use of student interviews in this case would be particularly useful. Even if a classroom visit is possible student interviews can provide important information for added depth.

It is important for the students to understand the problems faced by immigrants when they arrive in a foreign land. One method of helping students gain an insight into this area is the use of student interviews. If at all possible, interviews should be conducted with some people who immigrated several years ago and some more recently. The interview might deal with such matters as:

- reason for leaving homeland
- the personal feelings the day they left for Canada
- the ease/difficulty in meeting Canadian immigration requirements
- their mode of transportation
- relatives/friends already here in Canada
- the ease/difficulty with which they found employment
- area in which they settled
- any experiences of discrimination
- problems of adjustment i.e. language, relationships, etc.
- feelings toward homeland
- feelings toward Canada

e) Music

An important aspect of any group's cultural heritage is music. Every effort should be made to build up a music library of tapes and records which can be drawn upon for classroom use. It is important that some examples of music be introduced for each cultural group studied.

Chapter Six: Facing the Issues

The previous chapters attempted to portray the rich cultural diversity of the Canadian people. This chapter attempts to deal with several major issues which arise in a culturally diverse nation. Fundamentally it must be asked what kind of society we wish to have. The text puts it in terms of "Mosaic, Melting Pot or Tossed Salad". In order to deal with this issue the students must comprehend such concepts as tolerance, pluralism, assimilation and integration.

In dealing with the issue of the type of society we wish to have, several other key areas must be addressed: the position of the native peoples in Canadian society, Quebec's future role in Confederation, our future immigration policy, and the implication of the American culture on the Canadian cultural milieu.

An extensive academic analysis of each of these issues and related sub-issues is beyond the average intermediate level student. However, they are issues which must be addressed in some depth if the student is to have a realistic perspective of the past, present, and future nature of Canadian society.

Objectives

The following objectives can be developed within the context of this chapter.

a) Knowledge Objectives

To have students become aware of some or all of the following:

- the concept of tolerance as a form of social interaction
- the history and framework of Canada's Bill of Rights
- the key elements of the Canadian Bill of Rights
- the Canadian Government's commitment to a policy of multiculturalism within a bilingual framework
- the underlying tensions of ethnic conflict in Canadian society
- the concept of assimilation and pluralism and the subsequent implications to Canadian society
- the concept of multiculturalism as more than a recreational pastime
- the concepts of segregation, integration and assimilation as they apply to the Indian community in Canada
- the key elements of the government's White Paper on 1969 on Indian affairs and the response to it - the Red Paper of 1970
- the areas of conflict between the White Paper and Red Paper
- the problems of integration as perceived by members of the Indian community
- the position of violence taken by some members of the Indian community as a means of achieving their goals
- the concepts of bilingualism and biculturalism
- the elements of opposition to bilingualism
- the concept of flexibility for Quebec within Confederation
- the efforts to repatriate the Canadian constitution
- the arguments for and against special status for Quebec
- the position of Quebec as envisaged by the Parti Québécois and its leader René Levesque
- some of the present issues of immigration as demonstrated in the presentation to the Parliamentary Committee investigating immigration
- some key elements of the Committee's Report
- the dissenting views of some of the Committee members
- the issue of the influence of American culture on Canadian society

b) Affective Objectives

To have the students become sensitive to or appreciative of some or all of the following:

- the importance of considering the type of society we want Canada to be
- the need to understand and practice tolerance as an important form of social interaction within a multicultural society
- the question of understanding the concepts and implications of assimilation, integration or segregation and their effects on the Native People
- the importance of understanding the issues involved in establishing a just and workable immigration policy
- the importance of considering the influence of American culture on the Canadian milieu

Glossary of Terms

- Assimilation: In a sociological sense, it is the process whereby a minority group or immigrant group gradually assumes the characteristics of the dominant culture.
- Integration: Integration is the social interaction of one group with another without restriction. It does not necessarily result in assimilation.
- Pluralism: A situation in which various distinct ethnic, religious and cultural groups co-exist within one nation.
- Segregation: It is the process or act of separating one group from another. It may be imposed on a group, or a group may decide to consciously remain separate from other groups.

Questions

1. Do you agree with Prime Minister Trudeau's position on nationalism? Why or why not?
2. Explain Prime Minister Trudeau's concept of multiculturalism within a bilingual frame. Do you think that this is a realistic approach for Canadian society? Why or why not?
3. What do you consider to be your individual human rights as a Canadian? Are they protected in the Bill of Rights?
4. Are there any guarantees mentioned in the Bill of Rights that you had not thought of?
5. Outline the concepts of assimilation and pluralism. Which concept do you feel is best suited for Canadian society? Why?
6. Do you think that the third alternative suggested on page 252 is a better solution than either assimilation or pluralism? Why or why not?
7. What is your reaction to the key proposals of the White Paper on Indian Affairs concerning the Indians right to control their own lands, funding for economic development, and treaty rights?
8. Briefly explain why Chief Dan George is sad (page 254).
9. What does he remember about the Canada from years gone by?
10. Summarize the view that he says the "white man" has about the Indian. Do you agree with his interpretation? Explain.
11. What specific things does he long for in the future?
12. Compare the respective positions of the White Paper and the Red Paper

- on the issue of treaty rights. Which position do you tend to support? Why?
13. What is the key theme of Mr. William Wultunee's presentation in the excerpt from his book Ruffled Feathers on page 256? Do you agree with his position?
 14. Do you think that the experience of the grade 3 class as outlined in the excerpt from Defeathering the Indian on page 257 would be a common experience in classrooms across the country? Why or why not?
 15. What is your reaction to the project of the Indians on the Fort William Reserve? Explain.
 16. What are the difficulties of integration for Indians as outlined by J. McClelland on page 260?
 17. How does the Indian sense of community compare to your community?
 18. What is your reaction to the soliloquy of an Indian in Heather Robertson's article "Shoot Out At Anicinabe Park on page 262? Explain.
 19. What are the implications of the statement of George Manuel that "Political power grows out of the barrel of a gun"?
 20. Manuel continues, "We love our land and our future enough to blow up the pipeline". Do you think that violence of this nature is ever justified? Explain.
 21. Do you agree or disagree with the article by Mark Alchuk, "Why I support a Policy of English Unilingualism"? Explain your position.
 22. Do you support Prime Minister Trudeau's rejection of special status for Quebec? Explain your position.
 23. Walter Stewart concludes that Quebec separation is simply a matter of time. Do you agree with his conclusion? Explain your answer.
 25. Briefly identify the key issue of each presenter to the Committee on Immigration. Do you agree with the position of each? Why or why not?
 26. Review each of the recommendations of the Parliamentary Committee cited in the text. Briefly state the conclusion of each recommendation and explain why you agree or disagree with the committee.
 27. Summarize the key areas of disagreement expressed in the dissenting report. Briefly explain why you agree or disagree with each.
 28. Why is the question, "Americanization: What does it mean for Canada?", such an important issue for English-speaking Canadians?
 29. Why is the American influence such a powerful factor in the Canadian lifestyle?
 30. "We have a mosaic of cultures. But are these ties to traditions of the past enough to give us a unique identity in spite of the overwhelming presence of the United States?" This is one key question raised in the concluding paragraph. How would you answer this question? Explain your answer.

Suggested Strategies

Frequently young people at the intermediate level have very little tolerance for other people and for goals which differ from their own. This tends to exist at a personal level rather than at an ideological or sociological level. Therefore, in order to have the students fully understand the concept of tolerance it is appropriate to start at a level with which they can identify. To this end provide each student with a copy of the

following case studies. The cases should be analyzed one at a time by having the students put themselves into the role of having to answer the question at the end of each case study. The teacher may want to use the following questions as a means of focusing on the issue of tolerance in each.

- What are various positions on the issue?
- What values come into play in the decision?
- To what degree are you affected by the circumstance of the minority?
- How much are you willing to be inconvenienced in order to accomodate someone else?
- How homogeneous do we want to be in our society?
- Is it valuable to try and accomodate other peoples' interests or should we simply say "live and let live"?

- i) Janet Howard was elected as president of the student council on the platform of "improving school spirit". One of her promises was to urge the principal to refuse any recognition to the two fraternities functioning within the school and not to permit them to advertise any of the organization's fund raising functions. Her rationale for this was that the organization was elitist and created dissension within the school.

Do you agree with Janet's position?

- ii) The Beaconsville Junior Basketball team has just received word that they have been invited to play in one of the provinces most prestigious invitational tournaments. The coach suggests that a couple of practices on the weekend are in order. It is a team rule that anyone missing practices for non-medical reasons is not allowed to dress for the next game. Unfortunately this leaves Rob Martin in a very awkward position. He explains to the coach that due to his religious convictions he is unable to practice on Sunday. The coach expresses sympathy with Rob but suggests to him that in all fairness to the other boys on the team he will have to ask them to decide as a group whether he will be allowed to dress for the games.

How would you vote at the team meeting?

- iii) Mr. Robertson has just announced the date of the major term test. He suggests that everyone who expects to be exempt from the final examination will have to do well. This presents a problem for two members of the class who because of their ethnic background celebrate a three day holiday with the members of their family at that time.

Would you be satisfied with Mr. Robertson's decision to advance the test four days on the basis of the conflict created for these two students?

- iv) In examining the constitution Ms. Elliott's history class finds certain guarantees of education rights for the French and English. Domenic, one of our Italian students in the class, begins to argue strenuously that all major ethnic groups in any province should have similar guarantees. At this point three other students of differing ethnic origins begin to echo his demands. Due to their persuasiveness they are able to win four Anglo-Canadian classmates to their side. However, the majority of the

class is very much opposed to this position, arguing that we will never have any Canadian identity as long as this kind of attitude persists.

What would be your position on this issue?

After having analyzed these case studies it would be useful to go to the text and analyze the concepts of tolerance as presented.

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